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1909-10

STATE NORMAL SCHOOL

MAYVILLE, NORTH DAKOTA

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JUNE, 1910

TWENTIETH ANNUAL CATALOGUE

WITH
ANNOUNCEMENTS FOR
1910-11

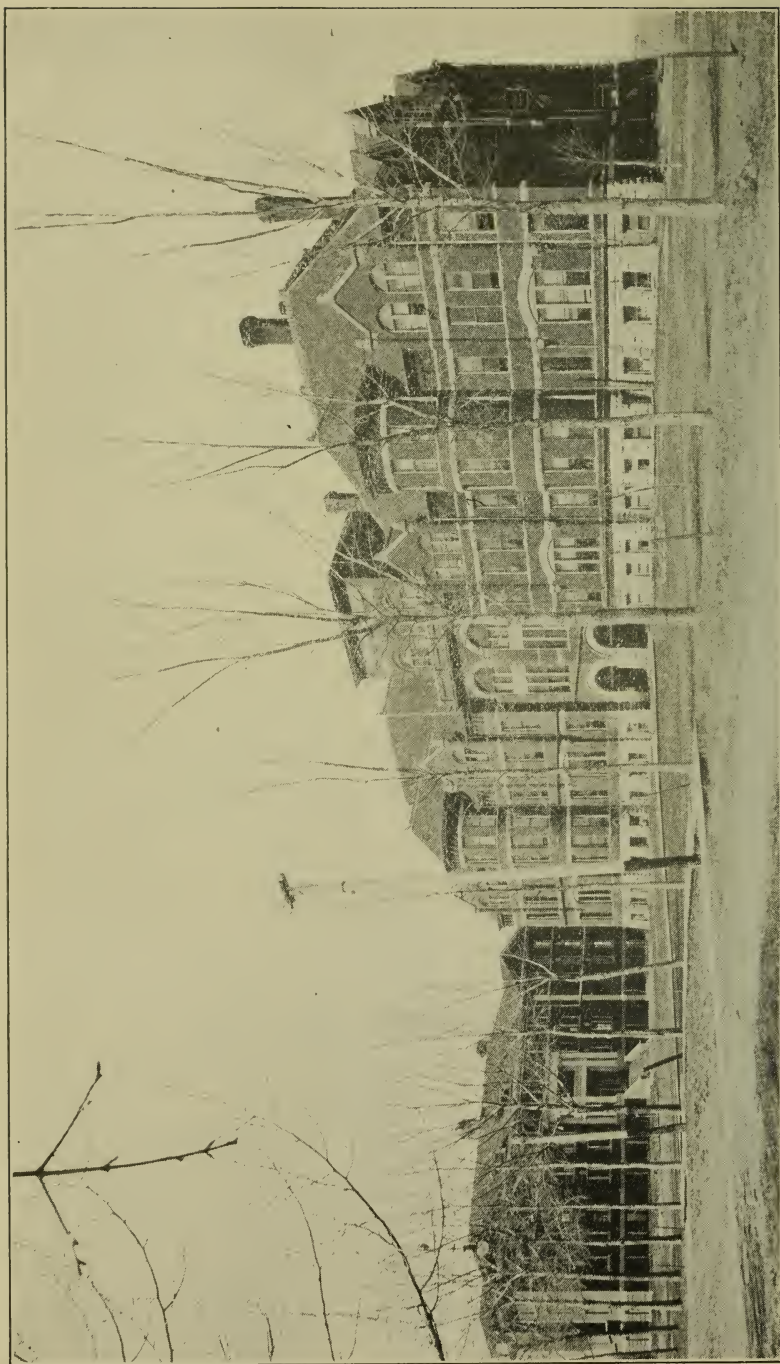
VOL. VIII

QUARTERLY BULLETIN

NO. 1.



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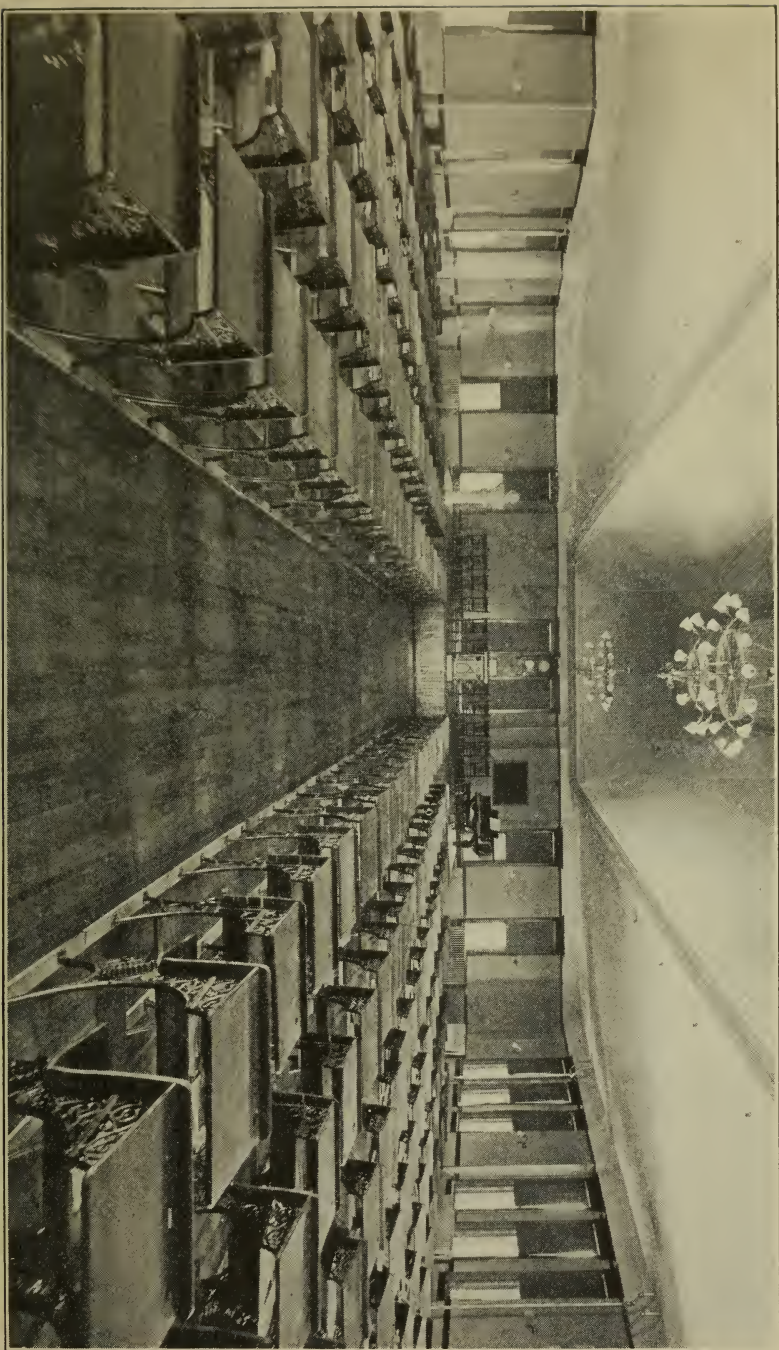
MAIN BUILDING AND NEW DORMITORY



PRIVATE OFFICE, MAIN BUILDING



OUTER OFFICE, MAIN BUILDING



ASSEMBLY ROOM, MAIN BUILDING

TWENTIETH
ANNUAL CATALOGUE
OF THE
STATE NORMAL SCHOOL
AT
MAYVILLE, NORTH DAKOTA

FOR
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PUBLISHED IN JUNE 1910

Entered at the Mayville Post Office as second-class matter under Act of July 16, 1894.

Calendar for 1910-1911

1910

The Summer School begins.....	Monday, July 18
The Summer School ends.....	Friday, August 26
The Fall Term begins.....	Tuesday, October 4
The Fall Term ends.....	Thursday, December 22

1911

The Winter Term begins.....	Tuesday, January 3
The Winter Term ends.....	Friday, March 24
The Spring Term begins.....	Tuesday, April 4
The Spring Term ends.....	Thursday, June 22

Commencement Week

Baccalaureate Service.....	Sunday Evening, June 18
Senior Chapel.....	Monday Morning, June 19
Senior Class Exercises.....	Tuesday Evening, June 20
Recital and Reception to the Senior Class.....	Wednesday Evening, June 21
Alumni Banquet.....	Thursday Afternoon, June 22
Commencement Exercises.....	Thursday Evening, June 22

Holidays

General Election and Thanksgiving Days.
Eleven days at Christmas and New Year's.
Washington's Birthday and Memorial Day.
Ten days between the Winter and Spring Terms.

State Board of Normal School Trustees

Governor JOHN BURKE, <i>ex-officio</i> -----	Bismarck
State Superintendent W. L. STOCKWELL, <i>ex-officio</i> -----	Bismarck
E. R. BROWNSON, Term expires in 1911-----	Williston
M. B. CASSELL, Term expires in 1911-----	Hope
JOHN SEVERN, Term expires in 1911-----	Jamestown
W. E. BYERLY, Term expires in 1911-----	Velva
(Vice CHAS. T. STUDNESS, Churchs Ferry, resigned)	
SAMUEL TORGERSON, Term expires in 1911-----	Grand Forks
WALTER R. REED, Term expires in 1913-----	Amenia
S. H. TAYLOR, Term expires in 1913-----	Mayville
HUGH McDONALD, Term expires in 1913-----	Valley City
ALBERT C. FRITZ, Term expires in 1913-----	Minot
(Vice JAS. E. CAMPBELL, Mandan, resigned)	
D. A. DINNIE, Term expires in 1913-----	Minot

Officers of Board

Hon. W. L. STOCKWELL, *President*.
E. J. TAYLOR, *Secretary*.

Local Board of Management

S. H. TAYLOR	Mayville
M. B. CASSELL	Hope
SAMUEL TORGERSO	Grand Forks
D. A. DINNIE	Minot
W. E. BYERLY	Minot

(Vice CHAS. T. STUDNESS, Churchs Ferry, resigned)

Officers of Board

S. H. TAYLOR, *President and Superintendent of Construction.*
M. B. CASSELL, *Vice-President.*
THOS. A. HILLYER, *Secretary, Accounting Officer, and Purchasing Agent.*
J. P. HANSON, Mayville, *Treasurer.*

Standing Committees

On Buildings: Messrs. TAYLOR, TORGERSO, and DINNIE.
On Grounds: Messrs. CASSELL and TORGERSO.
On Auditing: Messrs. BYERLY and CASSELL.

Faculty

THOS. A. HILLYER, Ph. B., M. A., *President*
(University of Chicago, Harvard University)
History and Philosophy of Education,
and School Management and Law

CLYDE R. TRAVIS, Ph. B., *Vice-President*
(Illinois Wesleyan University)
Mathematics

EDITH E. BRANT
(Graduate Conservatory of Detroit)
Music and Drawing

LAKE G. WATSON, Ph. B., M. A.
(Earlham College, Columbia University)
Supervisor of Practice and Psychology

M. N. POPE, B. S.
(Northwestern University)
Physical Science and Geography

N. H. THOMPSON, B. A.
(University of South Dakota)
Commercial Branches

FRED G. FOX, A. M.
(Columbia University)
English

NELLE A. OLSON, B. A.
(University of Minnesota)
Librarian and Library Science

C. M. CORRELL, Ph. M.
(University of Chicago)
History and Social Science

H. F. BUTTERFIELD, B. S.
(Kansas State Agricultural College)
Manual Training

HELEN M. EDDY, A. M.
(Iowa State University)
Latin and German

MABEL C. BENTLEY
(Graduate Lewis Institute)
Preceptress and Domestic Science

CONRAD E. THARALDSEN, B. S.
(Saint Olaf College)
Biology and Athletics

CLARA M. DUNLAP, B. S.,
(Lenox College)
Physical Culture and Expression

FRANKLIN THORDARSON, A. B.
(Gustavus Adolphus College)
Principal of Practice School

FAITH BANNERMAN
(Graduate State Normal School, River Falls, Wis.)

GRACE E. CAPLE
(Graduate State Normal School, Mayville, N. D.)
Grammar Critic Teachers

MARGARET RUTHERFORD, B. S.
(Iowa State College)

MARIE WELTZIN
(Graduate State Normal School, Mayville, N. D.)
Intermediate Critic Teachers

MRS. H. H. PORTER
(University of Minnesota)
Primary Critic Teacher

LILLIAN CURRIER
Clerk

Extra Summer School Teachers for 1909

*LILLIAN O. SPRAGUE, Ph. B.
(University of Chicago)
History of Education and Methods

R. B. MURPHY
(Superintendent, Tower City, N. D.)
English and Mathematics

*During the leave of absence of Lake G. Watson.

Organization of Faculty

COMMITTEES

- Registration and Program*—Mr. TRAVIS, Mr. BUTTERFIELD, and Miss WATSON.
Deficiencies and Graduation—Mr. TRAVIS, Mr. CORRELL, and Miss OLSON.
Christian Organizations—Mr. POPE, Miss BENTLEY, and Miss EDDY.
Athletics—Mr. THARALDSEN, Mr. POPE, and Miss DUNLAP.
Social Affairs—Miss OLSON, Miss BRANT, and Mr. THARALDSEN.
Observance of Special Days—Mr. CORRELL, Miss BRANT, and Mr. FOX.
Revision of Courses of Study—Miss WATSON, Mr. TRAVIS, and Mr. CORRELL.
Press Correspondence—Mr. TRAVIS, Mr. THOMPSON, and Miss EDDY.

COUNSELLORS

- Literary Society*—Miss DUNLAP.
Exponent: literary management—Mr. FOX.
Exponent: business management—Mr. BUTTERFIELD.
Women's League—Miss BENTLEY.

MANAGERS

- Lecture Course*—Mr. THOMPSON.
Glee Club and Orchestra—Miss BRANT.

The Child the Hope of the Race

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick and bury the dead; but there is always a chance that we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.

—David Starr Jordan.

State Normal School

Mayville, North Dakota

Organization

The Constitutional Convention, held in 1889, established the school, made it a part of the public school system, and endowed it with 30,000 acres of land. It was organized in accordance with legislative enactment, under the provision of Article XIX of the State Constitution, and opened its doors for the admission of students on the first day of December, 1890.

Location

Mayville is situated upon the Breckenridge and Larimore division of the Great Northern Railway, about forty miles from Casselton and thirty miles from Larimore, which are on the Northern Pacific and Great Northern Railways respectively. Mayville is one of the most beautiful and thriving of the small towns of the Red River Valley. It has over twelve hundred inhabitants, and offers the modern conveniences and comforts of living. The city is lighted by electricity and has an adequate system of waterworks. The moral and intellectual tone of the place is attested by the presence of five churches and a free public library. The number of well-to-do farmers who have made themselves homes in Mayville in order that their children may enjoy its educational advantages help to make the place an ideal location for a normal school.

Buildings

THE MAIN BUILDING: This is a fine building made of red brick and white Kasota sandstone and finished on the inside in ash, oak, birch, and maple. Its recitation rooms, laboratories, library, assembly room, etc., are commodious, well lighted and ventilated, heated by steam, and equipped with up-to-date educational appliances. The basement of the west part which was added through an appropriation by the ninth legislative assembly is divided into two gymnasiums—one for men and another for women. Tub and shower baths and lockers are conveniently located in connection with the gymnasiums.

THE DORMITORIES: The new boarding department and women's dormitory building, constructed of materials and in a style to harmonize with the main building and built and furnished at a cost of \$60,000, is located at the west end of the front yard. In heating, ventilation, lighting, fire-escapes, bath-rooms, toilets, laundry, kitchen, dining-room, and equipment everywhere, the building is thoroughly modern and up-to-date. All furniture in the students' rooms, bed-steads, springs, mattresses, dressers, tables, chairs, etc., is of excellent quality. Rugs are not provided but the floors are of polished maple. The comforts and conveniences which this building is able to offer to nearly a hundred women roomers are not surpassed by those of any other dormitory in this part of the country.

The third floor of the main building is used as a dormitory for women. The rooms here are large and well supplied with the necessary furniture, including rugs. They are lighted by electricity, well heated and ventilated, and within easy reach of the double stairway leading out of the building, and the iron fire-escapes which are liberally provided. Many students prefer rooms in this dormitory because of the convenient location with respect to the office and the various departments of instruction on the floors below. There are accommodations here for about ninety roomers.

THE HEATING PLANT: This too is a new structure standing just north of the main building. With its red brick walls, green roof, and shapely smoke-stack ninety feet high, it makes a thoroughly creditable addition to the appearance of the school site. The removal of the boilers and furnaces from the basement of the main building where they were formerly located means greatly reduced danger from fire; and the new central location of the plant together with the installation of a complete vacuum system secures much greater efficiency in the economic and uniform heating of the buildings.

Dormitory Regulations

Each dormitory roomer should bring with her one pillow, two pairs of pillow-slips, two pairs of sheets, a woolen blanket, a comfortable, a spread and towels. Occupants care for their own rooms. All dormitory students are under the supervision of the preceptress whose rooms are on the first floor of the new dormitory building.

An assistant-preceptress has rooms in the old dormitory where she is in immediate charge.

Students are admitted to the dormitories in order of application and, as far as possible, are given choice of rooms and room-mates. *Applications should be made early, and addressed to the president of the school. Rooms will be held but one day, except by special arrangement, for students who do not appear when expected.* The new dormitory will be filled before any assignments are made to the other.

Women who attend the normal school are urged to live in the dormitories. The dormitory life with its reasonable routine and discipline and with all its comforts and conveniences is greatly to be preferred, especially during the long winter season, to living outside.

Boarding Department

This department has been removed from the main building and now occupies almost the entire basement floor of the new dormitory building where everything needed to make a first-class equipment is provided. The kitchen is excellently furnished and skillful cooks guarantee a sufficient variety of *clean* and *wholesome* food. The spacious and well lighted dining-room with its quartered-oak finishing, maple floors, oak furniture, and tastefully curtained windows is very attractive. There is floor space for twenty-eight square tables, at each of which eight persons may be seated.

Grounds

Extensive ground improvements are under way. They include the depositing of over four thousand loads of black dirt about the buildings and upon other parts of the yard, the careful grading and seeding of almost the entire yard, the setting out of a large amount of trees and shrubbery, the laying of over six thousand square feet of concrete sidewalk and one thousand feet of concrete curbing, the placing of cinder walks and drives, the improvement of the athletic field (tennis courts, base-ball diamond, etc.), and other things. These improvements begun last fall and renewed in the spring ought to be completed by the beginning of the next school year.

Library and Laboratories

Within the last two years nearly two thousand dollars has been spent in adding to the library a large collection of the best books along many different lines. Within the same time over two thousand five hundred dollars has been expended in improving the laboratories with new furniture and apparatus. The library and laboratory facilities are now much better than ever before.

Athletic Supplies

Fifty Springfield rifles lent to the school with complete accoutrements by the U. S. Government and five hundred dollars' worth of standard gymnasium and field apparatus have been added to the equipment already on hand. The school is now able to do well the large amount of physical culture required and the interest of students in gymnasium and field work is greatly increased.

Entertainment Course

Each year the school conducts a course of cultured entertainments which present a number of well-known lecturers and musical and literary artists. These entertainments are of decided value, and are offered to students at a low cost. The course of 1908-09 included Elias Day and Oranne Truitt Day, Ross Crane, Ernest Wray O'Neal, the Minneapolis Symphony Quartette, and Ralph Parlette. The course of 1909-10 included the Chicago Ladies' Orchestra, the Brush Comedy Company, the Eva Bartlett Macy Company, Col. G. W. Bain, and the Parland-Newhall Company. The course for 1910-11 will be fully as good as those of former years and is now expected to consist of the Castle Square Entertainers, the Fisher Shipp Concert Company, the Chicago Operatic Company, Edward Burton MacDowell, and Frank Crane.

Mayville Public Library

Through the generosity of Messrs. J. L. and E. B. Grandin, supplemented by the enterprise of its public spirited citizens, Mayville has established a free public library, representing an investment of twelve thousand dollars. This sum carefully invested by those possessing peculiar fitness for the task has secured to Mayville a library of very great educational value. In addition to a large list of well selected books and all the leading papers and

magazines, the library contains amusement rooms and a well equipped gymnasium. It is located a short distance from the normal school, and students are admitted to all privileges free of charge.

Religious Opportunities

The Congregational, Episcopal, Hauges Lutheran, Synod Lutheran, and Methodist Episcopal churches are represented in Mayville and students are welcomed to them all. Students are advised to identify themselves with the church of their own or their parents' choice and avail themselves to the fullest extent of the privileges of a church home.

Student Organizations

GLEE CLUBS: Men's and women's glee clubs under the direction of the teacher of music do much to supplement the systematic training in music given in the course of study.

ORCHESTRA: This organization is also under the direction of the teacher of music. The instrumentation is not fixed, but depends each year upon the talent to be found in the school. Anyone who plays a wind or string instrument and reads music fairly well may belong to the orchestra.

LITERARY SOCIETY: The society has a large membership and meets every two weeks. It affords a splendid opportunity for the development of talent for literary work, public speaking, and extemporaneous discussion. Open meetings to which the public is invited are held occasionally.

EXPONENT: This is the regular monthly student publication. The teacher of English is advisory-editor. The Exponent is valuable as an organ of school news, student opinion, and general literary work.

WOMEN'S LEAGUE: This is a school organization among the women of the school. Its effort centers about the Women's League Reception which is given to the school and outside guests in February of each year and which has come to be one of the leading events at the school.

CHRISTIAN ASSOCIATIONS: The Young Men's and the Young Women's Christian Associations are represented in the school

and devote themselves to the various important kinds of work appropriate to such organizations.

ATHLETIC ASSOCIATION: This association is in successful operation under the guidance of an athletic director. Football, basket-ball, base-ball, tennis, and other indoor and outdoor games are played. There are occasional contests with other institutions but competition between different teams within the normal school is much more important and is much more emphasized.

Expense

TUITION: There is free tuition in all departments.

REGISTRATION: A uniform registration fee is charged as follows: \$5.00 for the entire academic year, to be paid by those entering the fall term; \$4.00 for the winter and spring terms, to be paid by those entering the winter term; and \$3.00 for the spring term, to be paid by those entering that term.

TEXT-BOOKS AND LIBRARY: A fee of \$1.25 per term is charged for the use of necessary text books, which are provided by the school, and the general library.

BOARDING: Occupants of the dormitories get both rooms and meals at the school for \$14.00 per month of four weeks, payable in advance. Meals are furnished by the school to both men and women rooming outside at \$11.00 per month of four weeks, payable in advance. Board and room in the town cost about \$3.50 per week. Students who wish to save expense by getting their own meals can find suitable accommodations at reasonable rates.

PHYSICAL CULTURE: Students in this work are required to be suitably dressed for gymnasium exercises. They may buy ready-made suits at a cost of \$3.00 to \$3.50, buy material and make their own suits at about the same cost, or provide themselves in any other way, probably by an adaptation of ordinary clothing, with comfortable loose-fitting gymnasium apparel. It is necessary, also, that easy soft-soled shoes be provided. Ordinary tennis shoes costing about seventy-five cents are satisfactory.

Purpose of the School

The aim of this school is to prepare young people for the teaching service of the state of North Dakota. To the extent that the purpose of an organization determines its character the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and young women for college, nor for the general pursuits of life. It gives general culture; its graduates are admitted to advance standing without examination to the state university and to other colleges; its professional work upon the common school branches and other subjects includes a preparation for business; and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation "for complete living" and is beneficial in all the walks of life; but these results, though actual, are incidental.

While the applicant for admission to the school is not required to pledge himself to teach in the public schools of the state, and while it freely admits to all privileges young men and women of good character and earnest purpose, provided they are willing to submit themselves to the thorough training in scholarship and to conform to the high ideals of conduct demanded in a school for the training of teachers, the management keeps constantly in mind the statute which declares that "the object of such normal schools shall be to prepare teachers in the science of education and the art of teaching in public schools." The school qualifies its students for various phases of public school work, from the primary grades to some departments of the high school, but its curriculum and training are especially adapted to give superior qualifications for the work of the first eight grades of the public school system.

The vital importance of this phase of public school education is apparent. The following words of Edward Everett, uttered as governor of Massachusetts at the opening of the first normal school established in this country for the purpose of improving the public schools, have greater weight today than at any previous time, and apply with peculiar force to North Dakota: "No rational man, it seems to me, can fail to see the superior importance of

the common schools. They give the keys of knowledge to the mass of the people. If there be any person to whom the words 'common school' and 'common school education' convey an idea of disparagement and insignificance, such persons are ignorant, not merely of our true political system, but of the nature of man. Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner stone of that municipal organization which is the characteristic of our social system. They are the foundation of that widespread intelligence which, like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for our preservation of the blessings of an inquiring spiritual faith." North Dakota has indicated its appreciation of this phase of education by dedicating to it the sixteenth and thirty-sixth section of every township in the state.

The great material resources of this state have caused an influx of people from other states and other nations. In constantly increasing multitudes they come from many climes, representing many theories of government, different religious convictions, and speaking a multitude of tongues. The heterogenous multitude is to be formed into a homogenous people. The most efficient means of accomplishing this result is the common school. Resources are not wanting. The public school fund is ample; school houses, already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the normal school to supply this demand.

As teachers in country schools and graded schools of the city, as principals of high schools and superintendents of city schools, and as county superintendents, graduates and undergraduates of this school are rendering to society efficient and honorable service and are receiving a money compensation varying according to ability and experience, but averaging well with that received in other professions.

Courses of Study

(A *credit* is one subject reciting daily for one term.)

There are five general and six special courses of study.

The general courses are :

1. The Course for Rural School Teachers,
2. The Four-year Elementary Course for Eighth-grade Graduates,
3. The One-year Elementary Course for High School Graduates,
4. The Five-year Advanced Course for Eighth-grade Graduates, and
5. The Two-year Advanced Course for High School Graduates.

The special courses are in :

1. Agriculture,
2. Domestic Science,
3. Manual Training,
4. The Commercial Subjects,
5. Music and Drawing, and
6. Physical Culture and Expression.

These courses are two years in length and are regularly intended for high school graduates or the equivalent.

General Courses

The Course for Rural School Teachers

FALL	WINTER	SPRING
Grammar Arithmetic American History Political Geography Drawing Singing	Grammar Arithmetic American History Physical Geography Manual Training Observation	Reading Penmanship and Spelling Civics Physiology and Hygiene Domestic Science Observation
SUMMER SCHOOL—Agriculture and Elementary Pedagogy		

This course consists of twenty credits—all required—and must run through at least ten and a-half months. Fifteen credits are

allowed for its completion upon either the four-year or five-year course.

The Four-Year Elementary Course for Eighth-Grade Graduates

FIRST YEAR

FALL	WINTER	SPRING
Grammar Arithmetic American History Political Geography Singing	Grammar Arithmetic American History Physical Geography Literature for Com. Sch.	Reading Penmanship and Spelling Civics Commercial Geography Literature for Com. Sch.

SECOND YEAR

FALL	WINTER	SPRING
English Composition General History Algebra Agriculture Drawing	English Composition General History Algebra Agriculture Drawing	Rhetoric General History Algebra Agriculture Drawing

THIRD YEAR

FALL	WINTER	SPRING
Plane Geometry Psychology Zoölogy Physics <i>Elective</i>	Plane Geometry Psychology Zoölogy Physics <i>Elective</i>	Solid Geometry Psychology Physiology and Hygiene Physics <i>Elective</i>

FOURTH YEAR

FALL	WINTER	SPRING
History of Education Method-review Arith. General Method Practice and Observation <i>Elective</i>	Philosophy of Education Method-review History Method-review Gram. Practice and Observation <i>Elective</i>	Sch. Manag't and Law Method-review Geog. Special Methods Practice and Observation <i>Elective</i>

This course consists of sixty credits—fifty-four required and

six elective. The six elective credits must be chosen from the following list:

Beg. Latin -----	3	Agriculture -----	3
Caesar -----	3	Domestic Science -----	6
Beg. German -----	3	Manual Training -----	6
German, second year -----	3	Commercial Subjects -----	6
Gen. Eng. Literature -----	3	Social Science -----	3
Expression -----	3	Chemistry -----	3

The One-Year Elementary Course for High School Graduates

FALL	WINTER	SPRING
Psychology	Psychology	Psychology
History of Education	Philosophy of Education	Sch. Manag't and Law
Method-review Arith.	Method-review History	Method-review Geog.
General Method	Method-review Gram.	Special Methods
Practice and Observation	Practice and Observation	Practice and Observation

This course consists of fifteen credits—all required.

The Five-Year Advanced Course for Eighth-Grade Graduates

This course consists of seventy-two credits—fifty-four required and eighteen elective. The required credits and their year and term arrangement are the same as those for the four-year course. Six of the elective credits must be chosen from the list of electives for the four-year course and the remaining twelve from the following list—six of the twelve to be within School Administration, Advanced Psychology, and Philosophy:

Advanced American History -----	3
Modern European History -----	3
Advanced English -----	3
Latin, third year -----	3
German, third year -----	3
Advanced Algebra -----	3
Trigonometry and Surveying -----	3
Philosophy—Ethics, Aesthetics, and General -----	3
Advanced Psychology—Genetic, Social, and Comparative -----	3
School Administration—Local, State, National, and Foreign -----	3

The Two-Year Advanced Course for High School Graduates

This course consists of twenty-seven credits—fifteen required and twelve elective. The required credits and their year and term arrangement are the same as those for the four-year course. The twelve elective credits must be chosen from the list of electives for the five-year course and six of them must be within School Administration, Advanced Psychology, and Philosophy.

Special Courses

Each of the six special courses consists of twenty-seven credits. Fifteen are the same as those in the one-year elementary course. Not more than nine of the remaining twelve (except in the course in music and drawing) are in the special line of work taken up and not less than three are elective. In the course in music and drawing the entire twelve credits are in the special work—six in music and six in drawing—and there are no electives. A course in either music or drawing alone may be taken by substituting electives for the six credits in the other. All elective subjects in these special courses must be selected within the four and five-year courses.

The special courses are so adjusted to the general courses that any one of them and the four-year elementary course can be completed in five years and any one of them and the one-year elementary course in two years. It is not possible either to complete a special course and the five-year advanced course in five years or to complete a special course and the two-year advanced course in two years.

Rhetoricals and Physical Culture

Rhetoricals, as may be prescribed by the faculty, are required of all students throughout all courses.

Physical culture three times a week is required of all students—those in the course for rural school teachers take it for three terms, those in the four-year elementary and the five-year advanced courses for three years; those in the one-year elementary, the two-year advanced, and the special courses throughout their courses, and those not classified in any course during the entire time that they are in attendance or not more than three years.

Deficiency in English

Students are not permitted to graduate from any course of study—unless an exception be made of the course for rural school teachers—whose English, either written or oral, is conspicuously deficient, although they may have obtained passing standings in all regularly required and elective work. Such assessment of extra work without additional credit will be made in the cases of individual students and in either oral or written English, or in both, as seems advisable.

Size of Classes

No class will be organized in any subject with an enrollment below five or continued longer than the end of the term during which the enrollment falls below that number. When a student is unable to take a given subject because there is not enough demand for it to justify the formation of a class—and this hardly ever happens—he will always be able to find another subject which he can take instead. The rule as stated will be followed with as few exceptions as possible and with as much consideration for students' desires as can wisely be shown.

Admission Requirements

All applicants must possess good moral character and none, especially those expecting to graduate, should have marked physical defects.

Teachers with certificates and others who present official evidence of having completed the eighth grade are admitted without examination to the course for rural school teachers, the four-year elementary course, and the five-year advanced course. Very rarely a strong student with official evidence of having completed only the greater part of the work of the eighth grade is admitted to one of these courses without examination but conditionally. Applicants without satisfactory credentials are required to pass an entrance examination in Arithmetic, Grammar, Geography, United States History, Penmanship, and Spelling. Ability in Penmanship and Spelling is judged from papers written in the other subjects.

Students who are graduates of first-class high schools or have done forty-five credits of standard high school work are admitted

without examination to the one-year elementary, the two-year advanced, and any of the special courses. The diploma is a sufficient credential for graduates of first-class high schools. All other high school students—including graduates of second and third-class high schools—must submit State High School Board Certificates covering all work in which they desire credit. Applicants may try for credit by examination in subjects studied in high schools but not covered by proper credentials.

Advanced Standing

Persons who have done work beyond the eighth grade but who are neither graduates of first-class high schools nor the equivalent are classified in the four-year elementary, the five-year advanced, or, by special permission, in any special course with such advanced standing as they may be entitled to.

Examination for advanced standing is permitted in the case of work claimed to have been done elsewhere but for which satisfactory credentials are not submitted.

Examination for advanced standing in the common school subjects is permitted only to teachers with nine months' experience. Even they must take in class the first term's work in a given subject and they may take examination for a standing in the remainder of the subject only upon the recommendation of the teacher.

Advanced standing not to exceed six credits is allowed for secondary and college work not included in the normal school courses of study and which is not sectarian or denominational.

Diplomas and Certificates

For the completion of the course for rural school teachers a certificate is issued which is valid as a teacher's second-grade certificate in any county of the state.

For the completion of either the four-year elementary course for eighth-grade graduates or the one-year elementary course for high school graduates the elementary diploma is issued which is the equivalent of a teacher's first-grade certificate authorizing the holder, who is of legal age, to teach without further examination in the public schools of the state for a period of three years. After three years' successful experience in teaching and governing a school this diploma may be endorsed by the superintendent of public

instruction and so become a professional life certificate of the first grade.

For the completion of either the five-year advanced course for eighth-grade graduates or the two-year advanced course for high school graduates the advanced diploma is issued.

For the completion of any special course a certificate declaring the holder qualified to teach his specialty in the public schools and, also, the elementary diploma are issued.

The certificate for special work is issued alone only to those who, without completing either the four-year or the one-year elementary course, spend in the normal course at least five years in advance of the eighth grade or two years in advance of a first-class high school and whose studies include all of the special work in which the certificate is desired.

The values of the advanced diploma and the special course certificates as teachers' licenses have not yet been determined. The next legislative assembly will probably fix these values and, also, change the present value of the elementary diploma.

Under-Graduate Standings

The department of public instruction accepts under-graduate standings, which are not below 80, in place of examination for teachers' certificates in all subjects covered by the standings.

Relation to the State University and the Agricultural College

By an arrangement with these institutions, they will accept nearly all of the normal school work for either entrance or advanced standing. Students who complete any course, except the course for rural school teachers, can make a bachelor's degree at either of these institutions in from three to three and a-half years. Other standard colleges and universities, whether in the state or not, will receive graduates of the school in about the same way.

Summer School

For some years the normal school and Traill, Steele, and Nelson counties have jointly conducted a six weeks' summer school. The summer school offers a large part of the regular normal school courses of study but its primary purpose is to accommodate persons

who are seeking licenses to teach. An illustrated circular giving complete information about the summer school for the present year, *which begins July 18*, will be sent to anyone giving name and address.

Correspondence

Information not found in this catalogue will be given upon request. All communications should be addressed to the president of the school.



Description of Work

Professional Subjects

PSYCHOLOGY: The work deals chiefly with the normal adult mind and covers the ground as outlined in a typical elementary text-book. Many illustrations are drawn from school work and life at large.

ADVANCED PSYCHOLOGY: A study of genetic, social, and comparative psychology. The stages of mental development, the group mind or social consciousness, and the animal mind compared with the human are studied. The educational bearings of the work are kept in mind throughout.

PHILOSOPHY: This is about equally divided between ethics, aesthetics, and an introduction to general philosophy. It looks at both ethics and aesthetics from the educational point of view and tries to add something of a world philosophy to that of education alone.

HISTORY OF EDUCATION: The ideals and practices, and the great reformers and movements of ancient, mediaeval, and modern times are studied.

PHILOSOPHY OF EDUCATION: A treatment of education as to ideals, materials, and methods from the biological, physiological, sociological, psychological, and philosophical stand-points.

SCHOOL MANAGEMENT AND LAW: A study of some things outside of mere teaching and of immediate importance in the conduct of a school, such as heating, lighting, ventilation, discipline, attendance, program, course of study, and classification and, also, of North Dakota school law.

SCHOOL ADMINISTRATION: This deals with the general schemes of public school organization and administration in locality, state, and nation and makes a comparison of our own systems with those of the leading foreign countries.

METHOD-REVIEWS: A study of the most important parts of arithmetic, grammar, history, and geography for the sake of methods of teaching and academic review.

GENERAL METHOD: This includes a study of the more important educational principles and their application in instruction. Modifications of method in the different departments of the elementary school are noted and the bearing of each phase of its work upon the others is considered.

SPECIAL METHODS: These are taught in selected subjects not included by the method-reviews. Seniors have the privilege of election when more classes than one are organized.

OBSERVATION AND PEDAGOGY: Observation of recitations in the practice-school followed by discussion, together with collateral reading make up this work. Its purpose is to familiarize the student with some of the simpler educational principles and to illustrate their application in practice.

PRACTICE-TEACHING AND OBSERVATION: This consists of the observation and discussion of lessons taught by critic-teachers and by students in training, the preparation of lesson plans, and teaching under criticism from either the critic-teacher or the supervisor of practice. The work aims to give the student an insight into public school conditions and work, to develop skill in teaching, and to arouse a sense of the obligation of the teacher to the school and the community.

English

PENMANSHIP: The ideal is a good legible hand, a free easy movement, and a fair rate of speed. There are extended drills and exercises for the sake of legibility, movement, rapidity, grace, and form.

SPELLING: The work is both oral and written. Only useful words are studied. Phonics, pronunciation, definitions, word-analysis, and use of words in sentences are given attention.

READING: Students are trained in oral reading. Each member of the class reads aloud frequently, and then is asked to tell in his own words what he has read. His attitude, voice, naturalness, and so on are commented upon that he may overcome bad habits. The class aim is to make understanding and expression go hand in hand.

GRAMMAR: The work is analytical rather than constructive, and is designed to give good working knowledge of the English

sentence. Briefly, the student studies the construction, the inflection, and the parts of speech of words in a sentence. Only the essentials are taught, and the work is almost never abstract; that is, every construction, inflection and part of speech studied is taken in relation to the sentence.

ENGLISH COMPOSITION AND RHETORIC: The purpose here is to teach the pupil to write clearly, correctly, and effectively. Themes are required every week, written according to instructions gleaned from the text-book and the teacher. These themes are criticised and handed back to the pupil for correction; thus the pupil is trained to plan, write and revise. Very little formal rhetoric is given, hence most of the emphasis is upon training in composition.

LITERATURE FOR THE COMMON SCHOOLS: This consists of a careful and appreciative study of some of the classics required by the state course of study for the grades. The pupil's attention will be directed particularly to the thought presented, but will be directed also to the manner, form, and beauty of the presentation.

GENERAL ENGLISH LITERATURE: A year is spent in a very general study of the main periods of English literature, with the aid of a text-book and suitable classics illustrating the literature of each period. A careful study will be made of each of the classics selected, in form, thought, and authorship as well as period.

ADVANCED ENGLISH LITERATURE: This work consists of an intensive study of certain classics chosen to illustrate the different types of literature. The different forms of poetry, the drama, the novel, and the essay will be analyzed as to their appropriateness in relation to the thought and purpose of the type. Some attention will be given to authors and periods, but this phase will be secondary. Essays based upon some literary topic of class study may be required from time to time.

History

AMERICAN HISTORY: The work aims fundamentally to give a knowledge of American institutional life. To this end the subject is studied under three main heads: (1) the growth of European ideas into local institutions, (2) the growth of local

institutions into the form of a nation, and (3) the development of nationality. An excellent reference library is used as an aid in solving the problems arising from these movements.

ADVANCED AMERICAN HISTORY: A somewhat intensive study of colonial development in relation to English history from the reign of Queen Elizabeth. In the latter half of the work emphasis is placed on the great problems that have confronted us since the establishment of the constitution, such as the relation between state and federal governments, the functions of the judiciary, the tariff, slavery, recent industrial troubles, etc. Considerable library work will be required.

GENERAL HISTORY: This involves a brief survey of the earliest nations of antiquity; a more detailed study of Greece, Rome, and the Teutonic nations to the Renaissance; and a careful study of English history. Due consideration is given the essential facts in the rise, development, and downfall of the nations of antiquity, of Greece and Rome; the beginnings of modern European nations; and the origin of ideas which have influenced the development of American institutions. In English history special attention is given to the elements which formed the nation, the development of English institutions, and the relation of these to American institutions.

MODERN EUROPEAN HISTORY: The object is to trace the development of the great European powers, especially Italy, France and Germany, since the 15th century, showing the operation of the forces that resulted in national unity and the growth of democracy. A glimpse at the life and achievements of other nations gives the student a more nearly correct conception of the place of the United States in world history.

Civics and Social Science

CIVICS: This subject is taken up as a supplement to American history. Both the national and state governments are studied. The nature of our national government and its development from colonial times are worked out. An analysis of the constitutions is made for the purpose of gaining a thorough understanding of their provisions. The town, city, county, and state governments of North Dakota are considered from a local standpoint.

SOCIAL SCIENCE: The work embraces the elementary principles of economics and sociology, and advanced work in civics.

Economics treats briefly of economic history; the consumption, production, exchange, and distribution of wealth; and public finance. In sociology the origin, growth, structure, and activities of society under certain conditions are traced. In the advanced civics further inquiry is made into the nature and operation of the machinery of our government than is possible in the elementary civics.

Science

GEOGRAPHY: The subject is dealt with as political, physical and commercial. In the political emphasis is placed upon quickly made blackboard maps, location of cities, states, rivers, and products for the purpose of increasing the student's general knowledge in that direction. The physical consists of a study of (1) land forms which are in great part types, accompanied by excursions in the field and a study of the topographical maps of the United States Geological Survey; and (2) weather and climate with the construction and explanation of weather maps. In the commercial geography emphasis is placed upon the products, industries, and commerce of the United States and the casual relation existing between the physical and commercial aspects of the subjects.

PHYSICS: An examination of the nature, causes, and effects of physical phenomena and a study of the application of the principles of physics in the mechanical affairs of modern life. Mechanics, heat, light, sound, magnetism, electricity, and radiant energy are studied. A limited amount of laboratory work is done.

CHEMISTRY: A study of a few of the more important elements is followed by a consideration of the principal laws of chemical change and of the latest theories of the constitution of matter. The element families according to Mendeleef's periodic arrangement are studied. In a practical way the work aims at the knowledge needed to explain soil-formation, nutrition and growth of plants and animals, respiration, action of poisons, impurities in water and foods, etc.

ZOOLOGY: The work embraces the study of animal forms from the simplest to the most complex—beginning with the protozoa and extending through the sponges, coelenterates, worms, mollusks, arthropoda, echinoderms, and chordates. Typical varieties of each branch are dissected and studied with reference to both anatomy and

function. The practical and economic phase is emphasized. The laboratory is excellently equipped with furniture, aquaria, dissecting apparatus, and microscopes.

PHYSIOLOGY AND HYGIENE: The work consists of experiments, study of slides showing the structure of the principal tissues of the body, observation of the human skeleton, and a thorough study of a typical text-book. Special emphasis is placed upon the study of digestion, respiration, the skin, kidneys, muscles, and nerves as related to health.

Mathematics

ARITHMETIC: The work includes a study of the topics comprising the course for common schools together with a treatment looking to the preparation of teachers. Much material is taken from the local industries and made the basis of problem solving.

ALGEBRA: The subject is studied in the light of the recent changes made by leading educators and the subject-matter through quadratics is mastered. The thought that algebra is of value only as it can be used is kept uppermost in the teaching. This necessitates a careful study of the formulae in arithmetic, physics, etc., and their solution.

GEOMETRY: The method of study is partly inductive and largely suggestive. A modern text is followed with more emphasis upon the exercises than upon the formal proofs until late in the work. The student must see the proposition as one in a series and not as an isolated fact. The application of geometric truths to industries is emphasized.

ADVANCED ALGEBRA: This work includes a further study of the topics in elementary algebra and a mastery of those phases of the subject usually studied in college algebra. The processes will be studied for themselves with a view to preparing students for more advanced work in mathematics.

TRIGONOMETRY AND SURVEYING: The subject-matter studied is that of plane and spherical trigonometry and of surveying. Some field work will be done and problems in navigation will be included in the work.

Language

LATIN: For the first year pronunciation, quantity, grammar, vocabulary, reading and writing easy sentences, word and

sentence order, translation, and reading aloud. Second year—four books of Caesar or the equivalent, grammatical study, prose composition, sight translation, and historical setting. Third year—ciceroi orations, *In Catalinam*, *De Imperio*, and *Pro Archia*, and Roman life and institutions.

GERMAN: For the first year pronunciation, grammar, conversation, composition, and the reading of *In Vaterland and Im-mensee*. Second year—prose composition and the reading of *Wil-helm Tell*, *Hermann and Dorothea*, and *Die Journalisten*. Third year—prose composition and selected classics.

Special Subjects

These subjects are so designated because they determine the names of the different special courses. Each subject is described as required for its special course but the description includes the work as offered in any other course. Classes that are formed in the special subjects in the general courses are combined, as far as possible, with those formed in these subjects in the special courses.

AGRICULTURE: The subject is introduced with a half-year's study of botany involving the structure and physiology of seed plants; the morphology, evolution, and classification of plants; and a brief treatment of economic botany. The work in agriculture proper includes a detailed study of the following general topics—nature and formation of soils, physical properties and classification of soils, soil moisture and tillage, soils as related to plants, leguminous plants, principles of feeding, rotation of crops, propagation of plants, pruning of plants, plant enemies, farm animals, and milk and its care. Practically all of the subject is taught through the laboratory and the school garden.

DOMESTIC SCIENCE: The work here is divided into three main phases—sewing, cooking, and house-keeping. Under sewing the chief things taken up are materials, rugs, weaving, stitches, hand sewing, plain machine sewing, and pattern and garment making. Cooking covers such topics as food principles, practical cooking, and dietetics; planning, preparing, and serving meals; and sick-room cookery in connection with nursing. House-keeping includes care of a home, sanitation, laundry work, and entertaining. A special place is given to a consideration of the subject as it should be taught in the public schools.

MANUAL TRAINING: This subject covers hand-work for the grades, wood and sheet-metal work for high schools, and mechanical drawing. Special emphasis is placed upon such things as are adapted to the primary, intermediate, and grammar departments and the methods of teaching them. The wood work begins with thin construction and extends through joining, cabinet-making, turning, and methods of finishing and polishing. In the sheet-metal work such materials as tin, brass, and copper are handled. Many of the exercises consist of making useful articles for home and school room. Students may keep these articles by paying for the materials used. Manual training courses and equipment, and the history and literature of the subject are studied. Attention is given throughout to the conditions under which the work must be handled in the public schools.

COMMERCIAL SUBJECTS: Bookkeeping, commercial law, shorthand, and typewriting are studied. Bookkeeping includes the general use of journal, ledger, cash-book, invoice-book, sales-book, bill-book, bank-book, and the common forms of business papers, such as notes, drafts, checks, etc. The work in commercial law covers the principles involved in the common transactions concerning contracts, bailments, negotiable instruments, agency, partnerships and joint-stock companies, and property. Shorthand requires a mastery of alphabet, word signs, and phrases according to the Gregg System. Speed practice upon exercises taken from actual business letters is given to enable the student to take notes at the rate of about one hundred words per minute. Typewriting is given along with shorthand and the student is required to attain a speed of at least forty words per minute.

MUSIC: The major scale and its intervals are analyzed and the scale progressions are worked out. The various forms of the minor scale, as well as chromatics, in all keys are studied and practiced until easily recognized and written. Rhythm in undivided, evenly divided, and unevenly divided beats is presented in order. Elementary harmony, musical form, and the history of music are studied. Students are made familiar with the lives and the works of great composers both classic and modern. A chorus including all the students of the school has practice three times a week in part singing and sight reading and is a strong factor in familiarizing

the students with standard choral compositions. Special methods and devices to be used in public school work are given in all the various phases of the subject and students are given an opportunity to put them into practice before a class. As much attention is given to the development of individual voices as class instruction permits. Students who want more individual attention than the school can give and who desire private lessons in either oral or instrumental music, can usually be accommodated at moderate rates by private teachers in the community.

DRAWING: Form, direction of lines, light and shade, color, and texture of surface form the basis of the work. Elementary work in water color and India ink is given as well as regular pencil and charcoal sketching. Type forms with immediate application to common objects, landscape, local plant forms, and bulb flowers, plaster casts, and human poses furnish material for study. There is practice of blackboard drawing and in decorative design from the standpoints of both form and color. The study of the human figure advances to facial features and expression. Elementary clay-modelling is practiced and there is a study of the laws of composition as shown in the works of the great artists and the illustrations in standard magazines. There is, also, a brief outline of the history of art with illustrations from the best work of each epoch. Industrial drawing including constructive design and working plans with the use of mechanical drawing instruments is included for those who do not take the work in manual training.

EXPRESSION: The aim of this work is to develop imagination, sympathy, concentration, and continuity of thinking; to cultivate a love and appreciation of literature and to make these the vital basis of the art of reading; to present proper methods of dealing with the vocal interpretation of various forms of literature; to correct defects of articulation, enunciation, and pronunciation and acquire for the student correct and cultured speech; to bring out the latent power and beauty of the voice; and to develop such resonance, flexibility, and sympathy as will make the voice a fit medium for the expression of thought.

The work consists of (a) drills in phonics, articulation, and pronunciation, and a study of the English sounds with reference to the action of the organs used in forming them, (b) tasks in inter-

pretation, demanding an understanding of time, pitch, in flexion, phasing, clearness and directness in expression, (c) logical relation of ideas, modes of emphasis, conditions and qualities of tone; the use of the body in expression; story telling as a preparation for public school work; dramatization of stories, and the presentation of simple plays, and (d) orations—both English and American,—extemporaneous speaking, and memory gems. Special attention will be given to the more extreme defects of speech such as lisping, mouthing and stammering.

PHYSICAL CULTURE: The purposes are: (a) to secure the highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen the co-ordinate faculties and establish the proper relation between the mental and physical powers; (b) to give the ability to recognize and correct faults of posture or growth and to prevent the abnormalities of the sitting and standing positions characteristic of the school room; (c) to qualify students to direct and conduct school gymnastics, games and athletics.

The work is based upon the Swedish Ling system. It includes (a) practical talks upon personal hygiene, (b) instruction and exercises, (c) squad and class drills, (d) rhythmic exercises and aesthetic movements, (e) corrective gymnastics, (f) the use of apparatus such as the German horse, Swedish beam, ladder, stall bars, etc., and also drill with lighter apparatus such as dumb bells, Indian clubs, wands, and balls; and (g) formal games which afford relaxation and at the same time develop alertness, spontaneity, and a spirit of comradeship. Basket ball, tennis, and hockey are played in their seasons.

Enrollment of Students

Academic Year

Seniors

NAME	POSTOFFICE	COUNTY
Anderson, Hulda	Devils Lake	Ramsey
Beattie, Pearl F.	Wahpeton	Richland
Bostrom, Edward C.	McVile	Nelson
Connelly, Bessie C.	Devils Lake	Ramsey
Dean, Blanca	Mayville	Trail
Dickson, Anna J.	Hunter	Cass
Duncan, Stella B.	Sharon	Steele
Ellison, Gertrude E.	Minot	Ward
Erickson, Alfred	Hoople	Walsh
Evanson, Ella C.	Portland	Trail
Evenson, Theodore	Devils Lake	Ramsey
Ewen, Lelia C.	Mayville	Trail
Fevold, J. Jessie	Buxton	Trail
Formanek, Margaret	Wahpeton	Richland
Gage, Susie E.	Page	Cass
Green, Gail	Page	Cass
Holbrook, Grace E.	Rugby	Pierce
Jordahl, Alma	Lake Park, Minn.	Becker
Kelly, Alice L.	Mayville	Trail
Kent, Anna Pearl	Hatton	Trail
Lovell, Edna M.	Mayville	Trail
Lovell, Vincent A.	Mayville	Trail
Macdonald, Mrs. C. Y.	Newburg	Bottineau
McIntosh, Minnie	St. John	Rolette
Maloney, Alice A.	Hannah	Cavalier
Mathiason, Josie	Mayville	Trail
Meis, Alice	Wahpeton	Richland
Ness, Marie	Wahpeton	Richland
Poulsson, Lilian M.	Mayville	Trail
Rinde, Carl	Hoople	Walsh
Rose, Viola	Ayr	Cass
Schwandt, Martha	Cassellton	Cass
Siple, Amy	Bisbee	Towner
Stafford, Agnes	Crystal	Pembina
Steen, Jessie	Churchs Ferry	Ramsey
Steinbach, Mary Theresa	Jamestown	Stutsman
Stewart, Bertha M.	Minot	Ward
Thorstad, Inga	Cummings	Trail
Walker, Bertha M.	Hoople	Walsh
Walker, Gertrude	Hoople	Walsh
Watson, Edith O.	Richmond, Ind.	Wayne
Weltzin, Clarence W.	Mayville	Trail
Wightman, Harry E.	Galesburg	Trail
Youngquist, Edna	Wahpeton	Richland
Youngquist, Mae	Wahpeton	Richland

Juniors

NAME	POSTOFFICE	COUNTY
Atkins, George F. B. -----	Arvilla -----	Grand Forks
Bakken, Anna S. -----	Hatton -----	Traill
Coykendall, Pearl -----	Devils Lake -----	Ramsey
Erickson, Clara H. -----	Buxton -----	Traill
Goughnour, Ada M. -----	Portland -----	Traill
Hilleboe, Stella I. -----	Buxton -----	Traill
Hoff, Bernard A. -----	Abercrombie -----	Richland
Kjelsberg, Margot -----	Mayville -----	Traill
Koto, Amanda -----	Northwood -----	Grand Forks
Leum, Clara L. -----	Mayville -----	Traill
Lindberg, Julia A. -----	Bottineau -----	Bottineau
Lisle, Crystal A. -----	Niagara -----	Grand Forks
McConnell, Helen C. -----	Churchs Ferry -----	Ramsey
Morrison, Rose -----	Niagara -----	Grand Forks
Nelson, Emma O. -----	Hatton -----	Traill
Sondreal, Pearl -----	Hatton -----	Traill
Thronsdon, Andrew -----	Baldwin, Wis. -----	St. Croix
Torgerson, Blanche -----	Hoople -----	Walsh
Woodward, Hazel G. -----	Page -----	Cass
Ylvisaker, Herman -----	Mayville -----	Traill

Sophomores

NAME	POSTOFFICE	COUNTY
Aarhus, Inger -----	Mayville -----	Traill
Amb, Sophia -----	Portland -----	Traill
Berg, Clifford -----	Hatton -----	Steele
Boe, Randa -----	Clifford -----	Traill
Borgerson, Bedah -----	Park River -----	Walsh
Bylin, Mabel C. -----	Norton -----	Walsh
Deal, Laura E. -----	Brumbaugh -----	Towner
Dolve, Clara -----	Portland -----	Traill
Fowler, Clara L. -----	Michigan -----	Nelson
Gray, Lucy -----	Hope -----	Steele
Green, Bessie -----	Hope -----	Steele
Grinde, Josie -----	Portland -----	Traill
Halvorson, Anna -----	Finley -----	Steele
Haug, Josephine -----	Buxton -----	Traill
Helling, Thorwald P. -----	Walcott -----	Richland
Henderson, Lena J. -----	Clifford -----	Steele
Jensen, John -----	Mayville -----	Traill
Kaase, Theodore -----	Northwood -----	Grand Forks
Kleveland, Henry -----	Mayville -----	Traill
Knudson, Josie C. -----	Buxton -----	Traill
Koppang, Minnie -----	Portland -----	Traill
Koppang, Selma -----	Portland -----	Traill
Kyllo, Ida B. -----	Galesburg -----	Traill
Laird, Minnie A. -----	Perth -----	Towner
Lindaas, Martin -----	Mayville -----	Traill
McIver, Hugh J. -----	Vandalia -----	Williams
McIver, Pearl -----	Farwell, Minn. -----	Pope
Mahoney, Frances J. -----	Tolna -----	Nelson
Mathiason, Mamie -----	Mayville -----	Traill
Murray, May -----	Wahpeton -----	Richland

NAME	POSTOFFICE	COUNTY
Nelson, Effie -----	Clifford -----	Traill
Nelson, Gottfred -----	McVile -----	Nelson
Nelson, Katie A. -----	Wheatland -----	Cass
Niemeier, Blanche H. -----	Mayville -----	Traill
O'Brien, Ray -----	Pekin -----	Nelson
Olson, Carl -----	Sharon -----	Steele
Omdahl, Nora E. -----	Galesburg -----	Traill
Oxton, Adelaide I. -----	Finley -----	Steele
Pope, Chester Alison -----	Omemee -----	Bottineau
Rendedal, Marie -----	Mayville -----	Traill
Rinde, Helen -----	Hoople -----	Walsh
Rohan, Frances Esther -----	Walcott -----	Richland
Rygg, Mabel -----	Clifford -----	Traill
Sondreal, Emma -----	Hatton -----	Traill
Stewart, Louise E. -----	Penn -----	Ramsey
Thompson, Nona M. -----	Mayville -----	Traill
Veum, Josie -----	Hoople -----	Walsh

First Year Class

NAME	POSTOFFICE	COUNTY
Almen, Ida S. -----	Grafton -----	Walsh
Amb, Martha -----	Portland -----	Traill
Anderson, Ida -----	Mayville -----	Traill
Anderson, Tilda -----	Grand Forks -----	Grand
Backer, Axel -----	Mayville -----	Traill
Berg, Alma O. -----	Hoople -----	Walsh
Berg, Clara -----	Hatton -----	Steele
Branner, Effie -----	Bisbee -----	Towner
Bugbee, Chas A. -----	Sharon -----	Steele
Christensen, Magdalene A. -----	Caledonia -----	Traill
Coltom, Olive A. -----	Sharon -----	Steele
Currie, Mary -----	Charlson -----	McKenzie
Delvo, Josephine -----	Easby -----	Cavalier
Duncan, Charlotte J. -----	Sharon -----	Steele
Evenson, George -----	Devils Lake -----	Ramsey
Falter, Mamie -----	Park River -----	Walsh
Fedje, Arthur -----	Hoople -----	Walsh
Fedje, Minnie -----	Hoople -----	Walsh
Fjeld, Ole -----	Aneta -----	Nelson
Flaten, Julia A. -----	Park River -----	Walsh
Foss, Tilda -----	Hoople -----	Walsh
Gorder, Alma -----	Park River -----	Walsh
Goughnour, Irene Hilda -----	Portland -----	Traill
Goughnour, Selma L. -----	Portland -----	Traill
Graham, Jennie -----	Hampden -----	Ramsey
Gullickson, Gardia S. -----	Portland -----	Traill
Gullickson, Martha C. -----	Portland -----	Traill
Gummer, Jennie C. -----	Mayville -----	Traill
Hanson, Selma C. -----	Mapes -----	Nelson
Hauge, Edwin -----	Mayville -----	Traill
Healey, Bernice -----	Medford -----	Walsh
Healey, Delia -----	Medford -----	Walsh
Holland, Mary -----	Mayville -----	Traill
Holland, Reuben -----	Mayville -----	Traill

NAME	POSTOFFICE	COUNTY
Hunter, Rachel R. -----	Milton -----	Cavalier
Iverson, Emma -----	Homen -----	Cavalier
Jacobson, Arthur -----	Mayville -----	Traill
Jacobson, Hulda B. -----	Mayville -----	Traill
Jacobson, Lillian E. -----	Mayville -----	Traill
Jensen, Emma -----	Mayville -----	Traill
Johnson, Nettie -----	Hatton -----	Traill
Juell, Carl -----	Mayville -----	Traill
Kelley, Margaret M. -----	Pilot -----	Grand Forks
Kittleson, Alma -----	Mayville -----	Traill
Kjelsberg, Henry -----	Mayville -----	Traill
Kjorven, Lizzie -----	Northwood -----	Grand Forks
Kloster, Ellen -----	Sharon -----	Steele
Knudson, Alma -----	Portland -----	Traill
Knudson, Manda B. -----	Clifford -----	Traill
Kringen, Leonard -----	Mayville -----	Traill
Kyllo, Lille C. -----	McCanna -----	Grand Forks
Kyllo, Tylda J. -----	McCanna -----	Grand Forks
Laird, Viola E. -----	Perth -----	Towner
Langager, Ida -----	Mayville -----	Traill
Larson, Effie A. -----	Portland -----	Traill
Lee, Clara -----	Hatton -----	Traill
Leum, Dagney S. -----	Mayville -----	Traill
Leum, Dora O. -----	Mayville -----	Traill
Lunde, Bergine -----	Union -----	Cavalier
Lura, Oscar -----	Mayville -----	Traill
McLachlan, Edna -----	Braddock -----	Emmons
Melhus, Clara -----	Mayville -----	Traill
Midstokke, Ole -----	Sharon -----	Steele
Monson, Morten -----	Mayville -----	Traill
Morque, Hilda -----	Northwood -----	Grand Forks
Moen, Olga -----	Galesburg -----	Traill
Oakland, Julia I. -----	Aneta -----	Nelson
O'Brien, Ernest -----	Pekin -----	Nelson
Ohman, Teckla -----	Souris -----	Bottineau
Olson, Ida M. -----	Northwood -----	Grand Forks
Opheim, Selma -----	Honeyford -----	Grand Forks
Orwick, Albert -----	Michigan -----	Nelson
Paulson, Alpha -----	Mayville -----	Traill
Paulson, Lydia O. -----	Galesburg -----	Traill
Peterson, Charlotte -----	Clifford -----	Traill
Renden, Nels N., Jr. -----	Mayville -----	Traill
Rinde, Walter -----	Hoople -----	Walsh
Robinson, Irma A. -----	Milton -----	Cavalier
Rose, Aleda M. -----	Ayr -----	Cass
Sauer, Gena -----	Buxton -----	Traill
Score, Mabel -----	Souris -----	Bottineau
Shaver, Margaret R. -----	St. John -----	Rolette
Skarness, Emma -----	Mayville -----	Traill
Smith, Hazel D. -----	Portland -----	Traill
Steenerson, Clara M. -----	Upham -----	McHenry
Stenseth, Sophia -----	Hatton -----	Traill
Stensland, Selma -----	Adams -----	Walsh
Stoa, Edwin -----	Buxton -----	Traill
Stromdahl, Rhoda -----	Lakota -----	Nelson
Sveen, Gusta -----	Souris -----	Bottineau

NAME	POSTOFFICE	COUNTY
Sveen, Thorald	Souris	Bottineau
Thoreson, Berthina	Mayville	Traill
Tideman, Ida	Kindred	Cass
Torgerson, Alice	Homen	Cavalier
Torgerson, Julia	Homen	Cavalier
Tufte, Carl	Northwood	Grand Forks
Tufte, Henry	Northwood	Grand Forks
Ulland, Andrea	Mayville	Traill
Ulland, Maggie	Mayville	Traill
Vig, Edward	Sharon	Steele
Vikan, Anna	Bottineau	Bottineau
Vogt, Emma	Neche	Pembina
Williams, Lola	Tolna	Nelson
Windloss, Elvina	Sharon	Steele

Summer School 1909

NAME	POSTOFFICE	COUNTY
Aarhus, Inger	Mayville	Traill
Aaserud, Ellen	Mayville	Traill
Aaserud, Mabel	Mayville	Traill
Adams, Clara	Oakes	Dickey
Alme, Carrie	Petersburg	Nelson
Almen, Hannah M.	Grafton	Walsh
Amb, Julia	Portland	Traill
Amb, Sophia	Portland	Traill
Anderson, Agnes	Cummings	Traill
Anderson, Ellen	Cummings	Traill
Anderson, Emma	Penn	Ramsey
Anderson, Ida	Mayville	Traill
Anderson, Ida A.	Portland	Traill
Anderson, Julian	Sharon	Steele
Anderson, Matilda	Portland	Traill
Atkins, Geo. F. B.	Arvilla	Grand Forks
Backer, Axel	Mayville	Traill
Bakke, Mamie	Mayville	Traill
Bakken, Anna	Hatton	Traill
Beattie, Pearl F.	Wahpeton	Richland
Benson, Marion	Michigan	Nelson
Berg, Gunda	Hatton	Traill
Berg, Minnie	Hatton	Traill
Berrington, Blanche	Mayville	Traill
Biss, Nellie E.	Petersburg	Nelson
Borge, Olaf	Edinburg	Walsh
Brandenburg, Cora F.	Michigan	Nelson
Broste, Paul A.	Pekin	Nelson
Bruyere, Florence N.	Larimore	Grand Forks
Burke, Mabel	Blanchard	Traill
Bye, Mathilde	Sharon	Steele
Calley, Margaret	Mayville	Traill
Campbell, Ida E.	Wahalla	Pembina

NAME	POSTOFFICE	COUNTY
Cassidy, Ella	Michigan	Nelson
Cassidy, Verne	Lakota	Nelson
Coltom, Olive A.	Sharon	Steele
Cornack, Margaret	Blanchard	Trail
Dean, Blanca C.	Mayville	Trail
Dresher, Helen B.	Galesburg	Trail
Duncan, Stella B.	Sharon	Steele
Eastgate, Emma	Larimore	Grand Forks
Ellingrud, Bertha	Hillsboro	Trail
Ely, Katherine	Sherbrooke	Steele
Enge, Alpha R.	Portland	Trail
Ewen, Lelia C.	Mayville	Trail
Fredrickson, Richard A.	Hoople	Walsh
Gordon, Clara H.	Hillsboro	Trail
Goughnour, M. Ada	Portland	Trail
Goughnour, Irene H.	Portland	Trail
Green, A. Thornton	Hope	Steele
Grinde, J. Bergitte	Portland	Trail
Gummer, Frank A.	Mayville	Trail
Haggen, Bertha	Devils Lake	Ramsey
Haggen, Lilly I.	Devils Lake	Ramsey
Halgrims, Thos. E. B.	Sharon	Steele
Hauge, Edwin	Mayville	Trail
Havland, Stina	Mayville	Trail
Henderson, Lena J.	Clifford	Steele
Herbrandson, Nina	Caledonia	Trail
Holland, Amanda	Mayville	Trail
Hylden, Anna	Park River	Walsh
Iverson, Anna M.	Lillo, Minn.	Red Lake
Jaqua, Leona M.	Tokio	Benson
Johnson, Andrew	Hatton	Steele
Johnson, Gerda	Buxton	Trail
Johnson, Jennie	Caledonia	Trail
Johnson, Josie	Northwood	Grand Forks
Johnson, Julia	Edinburg	Walsh
Johnson, Mabel	Berlin, Wis.	Green Lake
Johnson, Minnie	Cummings	Trail
Johnson, Nettie	Hatton	Steele
Johnson Sophia	Cummings	Trail
Kelly, E. Gertrude	Colgate	Steele
Kenney, Vernon	Mayville	Trail
Kent, Anna Pearl	Hatton	Trail
Kern, Wm. A.	Portland	Trail
Kirkeberg, Lillian	Cummings	Trail
Kjelsberg, Christine	Mayville	Trail
Kjelsberg, Margot	Mayville	Trail
Kleveland, Henry	Mayville	Trail
Kleveland, Lettie	Mayville	Trail
Knight, Amy F.	Colgate	Steele
Knudson, Alma C.	Portland	Trail
Koppang, Minnie	Portland	Trail
Koppang, Selma	Portland	Trail
Krogh, Lydia	Portland	Trail
Kuhn, Elizabeth A.	Park River	Walsh
Lares, Thora R. E.	Portland	Trail
Larson, Martha	Mayville	Trail

NAME	POSTOFFICE	COUNTY
Lawrence, Jacob L. -----	Mankato, Minn. -----	Redwood
Leum, Clara -----	Mayville -----	Traill
Lillehaugen, Clara A. -----	Sarnia -----	Walsh
Lisle, Crystal A. -----	Niagara -----	Grand Forks
Lommen, J. Alice -----	Buxton -----	Traill
Lovell, Edna -----	Mayville -----	Traill
Lucken, Thea Bertha -----	Portland -----	Traill
Lura, Effa A. -----	Mayville -----	Traill
Lura, Emma R. -----	Mayville -----	Traill
McCrae, Jas. A. -----	Petersburg -----	Nelson
McKissick, Chas. S. -----	Minneapolis, Minn. -----	Hennepin
Malarkey, Grace B. -----	Crookston, Minn. -----	Polk
McNamee, Mary -----	Kelso -----	Traill
Margach, Anna S. -----	Grandin -----	Cass
Margach, Bella -----	Grandin -----	Cass
Mathiason, Josie -----	Mayville -----	Traill
Mathiason, Mamie -----	Mayville -----	Traill
Mathison, Ellen -----	Norton -----	Walsh
Maxfield, Daisy -----	Michigan -----	Nelson
Maxfield, Grace -----	Michigan -----	Nelson
Mellum, Carolyn -----	Petersburg -----	Nelson
Miller, Hazel Irene -----	Grandin -----	Cass
Milligan, Annie T. -----	Michigan -----	Nelson
Moe, Marie M. -----	Hillsboro -----	Traill
Myrah, Ella T. -----	Arthur -----	Cass
Niemeier, Mabel -----	Mayville -----	Traill
Nelson, Effie -----	Clifford -----	Traill
Nelson, Maria Emma -----	Barton -----	Pierce
Ness, Marie -----	Wahpeton -----	Richland
Nestoss, Anna -----	Buxton -----	Traill
Nestoss, Anna Gabertha -----	Portland -----	Traill
O'Brien, Josephine -----	Pekin -----	Nelson
O'Brien, Ray -----	Pekin -----	Nelson
Odegard, Anna -----	Buxton -----	Traill
Olson, Carl -----	Sharon -----	Steele
Olson, Cora -----	Blanchard -----	Traill
Olson, Clara H. -----	Buxton -----	Traill
Olson, Emma -----	Osakis, Minn. -----	Douglas
Olson, Hansena J. -----	Howard -----	Williams
Olson, Ida M. -----	Northwood -----	Grand Forks
Olson, Ida S. -----	Hillsboro -----	Traill
Olson, Olida A. -----	Buxton -----	Traill
Osborn, Emma -----	Hunter -----	Cass
Osmon, Otila -----	Portland -----	Traill
Osmon, Thora -----	Portland -----	Traill
Ostmo, Julia -----	Northwood -----	Grand Forks
Pederson, Hilda -----	Hatton -----	Grand Forks
Peterson, Charlotte -----	Clifford -----	Traill
Peterson, Chas. Francis -----	Caledonia -----	Traill
Peterson, Olga -----	Hatton -----	Traill
Pierce, Ellen A. -----	Cummings -----	Traill
Quanbeck, Helen -----	Aneta -----	Nelson
Quanbeck, Nellie -----	Aneta -----	Nelson
Reiten, H. Christine -----	Petersburg -----	Nelson
Rognlie, Millie -----	Caledonia -----	Traill
Rose, Viola -----	Ayr -----	Cass

NAME	POSTOFFICE	COUNTY
Rover, Emma	Halstad, Minn.	Norman
Russell, Gladys	Devils Lake	Ramsey
Rygg, Mabel	Clifford	Trail
Savre, Sadie	Hatton	Trail
Scollard, Mae	Mayville	Trail
Schibsted, Katherine	Blanchard	Trail
Schwandt, Bertha	Casselton	Cass
Sheridan, Lizzie M.	Hillsboro	Trail
Shortridge, Frances	Devils Lake	Ramsey
Sigurdson, S. B.	Grafton	Walsh
Simonson, Severt	Aneta	Nelson
Skadeland, Henrietta Ella	Portland	Trail
Skrivseth, Genevieve	Lakota	Nelson
Skundberg, Jo	Barry, Minn	Big Stone
Sonderall, Gertie	Hatton	Trail
Sondreal, Emma	Hatton	Trail
Sondreal, Pearl	Hatton	Trail
Stark, Ella Beatrice	Hope	Steele
Strangways, Mable	Lakota	Nelson
Stubbs, Maude J.	Michigan	Nelson
Sundre, Haldis	Aneta	Nelson
Swendseid, Ruth	Petersburg	Nelson
Tennison, Emma	Mayville	Trail
Tennison, Mabel	Mayville	Trail
Thronsdon, Andrew	Baldwin, Wis.	St. Croix
Thorstad, Inga	Cummings	Trail
Tobler, Frances Mae	Douglas	Ward
Vennes, Jennie A.	Caledonia	Trail
Wallen, Lena	Michigan	Nelson
Wallquist, Erma R.	Aneta	Nelson
Wambheim, Guri	Hatton	Trail
Wambheim, Matilda	Park River	Walsh
Weeden, Almeda E.	Hansboro	Towner
Wightman, Harry E.	Galesburg	Trail
Windloss, Elvina	Sharon	Steele
Winter, Lucy	Caledonia	Trail

Summary of Enrollment

Seniors	45
Juniors	20
Sophomores	47
First Year Class	104
Total for Academic Year	216
Summer School Students (1909)	181
Total	397
Students counted twice	40
Total for entire year	357

NOTE.—Pupils in the Mayville public schools, the practice department, are not included.

Enrollment by Counties

Benson -----	1	Pembina -----	3
Bottineau -----	8	Ramsey -----	14
Cass -----	15	Richland -----	10
Cavalier -----	8	Rolette -----	2
Dickey -----	1	Steele -----	27
Emmons -----	1	Stutsman -----	1
Grand Forks -----	19	Towner -----	6
McHenry -----	1	Traill -----	153
McKenzie -----	1	Walsh -----	31
Nelson -----	36	Ward -----	3
Pierce -----	2	Williams -----	2

Enrollment from Other States

Indiana -----	1
Minnesota -----	9
Wisconsin -----	2

Alumni**First Graduating Class, (15), 1895.**

Boyum, E. E. -----	Jennings, La.
Brumwell, Milton -----	Hatton
Butler, W. H. -----	Cooperstown
Courtney, W. J. -----	Page
Dallas, Davis (deceased) -----	
Frazier, L. -----	Hoople
Morrish, W. J. -----	Page
Putnam, Grace B. -----	New Rockford
Saunders, Ida B. (Mrs. Allen) -----	Missoula, Mont.
Sinclair, J. H. -----	Cooperstown
Smith, R. L. -----	Grand Forks
Sonderall, J. B. -----	Hettinger
Springen, Sophia H. -----	Mayville
Warren, E. G. -----	Minot
Williams, Louis -----	Davenport, Iowa

Second Graduating Class (13), 1896.

Belanger, Katrine (Mrs. N. C. Macdonald) -----	Valley City
Boyum, George -----	Jennings, La.
Brown, W. G. -----	Fargo
Kaldor, Theo. -----	Hillsboro
Koppang, Sophia -----	Portland
Larson, Louise (Mrs. Anderson) -----	Markham, Texas
Moen, Ida -----	Portland
Mooers, W. G. -----	Devils Lake
Macdonald, N. C. -----	Palo Alto, Cal.
Patterson, Henry (deceased) -----	
Sutherland, T. S. (deceased) -----	
Thams, Fredrica (Mrs. W. G. Brown) -----	Fargo
Wambheim, Mary -----	Hatton

Third Graduating Class (7), 1897.

Carlile, A. M.	Tyvan, Sask.
Hasselquist, Thos. A.	Fargo
Josh, Minnie S. (Mrs. E. O. Keene)	Sherwood
Keene, Edward O.	Sherwood
Sinclair, Edith R.	Hannaford
Thornton, Edgar (deceased)	
Walton, Libbie C. (Mrs. W. G. Mooers)	Devils Lake

Fourth Graduating Class (3), 1898.

Fletcher, Gilbert O.	Sharon
Lucken, Emma (Mrs. Hendrickson)	Enderby, Brit. Col.
Walbom, Anna A.	Fergus Falls, Minn.

Fifth Graduating Class (13), 1899.

Anderson, Sophia (Mrs. Graham)	Milwaukee, Wis.
Blackorby, Chas E.	Hansboro
Bolstad, Andrew L.	Cunningham, Wash.
Carhart, Edith Beebe	Wrangell, Alaska
Colvin, Robert	Starkweather
Hilier, Geo. H.	White Earth
Halland, Hannah Alice	Fargo
Johnson, Kittie May	Aberdeen, So. Dak.
Long, Adeline S. (Mrs. Curry)	Finley
Moskau, Gilbert	Mayville
Porter, W. H.	Olga
Rosholt, Ruth	Minneapolis, Minn.
Sletto, Anna	Cando

Sixth Graduating Class (20), 1900.

Burdick, Usher L.	Munich
Berrington, Blanche Frances	Portland
Casidy, James H.	Leeds
Cooper, Margaret (Mrs. Carlile)	Tyvan, Sask.
Cruden, Nellie (Mrs. Reed)	Dickinson
Deitz, Helen M. (Mrs. W. F. Frasier)	Hood River, Ore.
Hibbard, Mabel E.	
Keene, Rena E. (Mrs. McLaughlin)	Hope
McCarten, Margaret	Fargo
McCarten, Tene	Forman
McCarten, Cinda	Fargo
Morrish, Ada Maude	Jamestown
Miller, Albert G.	Sherbrooke
Nestos, R. A.	Minot
Robertson, Emma (Mrs. U. L. Burdick)	Munich
Sinclair, Sadie J. (Mrs. A. Anderson)	Cooperstown
Skrivseth, Bendick O.	Lakota
Watkins, Augusta A. (Mrs. Tyler)	Denver, Colo.
Wilkins, Coral (Mrs. Edwards)	Fargo
Wold, Inga (Mrs. Poulson)	Valley City

Seventh Graduating Class (15,) 1901.

Adams, Eva M. (Mrs. Swartwood)	
Anderson, Annie Frances	McHenry

Dolve, Nels O.	Velva
Erickson, Mathias B.	Fargo
Halldorson, Halldor	Portal
Hendrickson, Lillie	Pembina
Hiller, Will A. (deceased)	
Jones, Charlotte	St. Thomas
Kaldor, Olo O.	River View, Sask., Canada
King, Sylvia L.	Fargo
Lynn, Blanche (Mrs. Whittemore)	White Earth
Morrill, Jesse	Palmer, Mich.
McCarten, Emmett	Minneapolis, Minn.
Vinje, Elvin	Evanston, Ill.
Willis, Bessie (Mrs. Ackerman)	Manila, Wash.

Eighth Graduating Class (22), 1902.

Aspinwall, Mabel	Seattle, Wash.
Burd, Daisie (Mrs. Parsons)	Bismarck
Carhart, Margaret (Mrs. Gene Larin)	Mayville
Clunis, Viola	Devils Lake
Crothers, A. R. E.	Grand Forks
Deitz, Effie	Kempton
DeNoyer, John	Graham's Island
Erickson, Edward	Hamilton
Ferguson, Lela E. (Mrs. Anderson)	Fargo
Fingarson, Mathilda (Mrs. B. E. Baldwin)	Devils Lake
Hocking, William	Devils Lake
Koppang, Olga (Mrs. J. E. Johnson)	Terry, Mont.
Kuhn, Elizabeth	Park River
Morrish, Carrie	Minot
Parsons, W. Earl	Bismarck
Peterson, Eli E.	Leeds
Poulssoon, Eleanor (Mrs. E. O. Best)	Chicago, Ill.
Roberts, Ruth	Fargo
Shear, Maude B. (Mrs. Earl Finkle)	Bismarck
Sando, Anna	Beresford, S. D.
Skaperud, Andrine L. (Mrs. B. Grinley)	Portland
Voge, Ole O.	Hoople

Ninth Graduating Class (21), 1903.

Anderson, Josephyne	Neché
Anderson, Rena	Thompson
Champine, Inez E. (Mrs. Anderson)	Fargo
Chantland, Ellen J. (Mrs. Chas. Eastgate)	Larimore
Dawson, Jessie	Seattle, Wash.
Forre, Anne E.	Oberon
Jobe, Elizabeth (Mrs. Porter) (deceased)	
Koerner, Lottie F. (Mrs. Lincoln Sennet)	Cando
Lerom, Bertha	Buxton
Lerom, Hattie	LaMoure
Lerom, Marie	Buxton
Lynner, Hilda	Elsworth
Mitchell, Jessie (Mrs. Marsden)	Grand Forks
Palmer, Bertha R.	Larimore
Raaen, Aagot	Fargo
Sando, Olga M. (Mrs. Hjelmervick)	Osseo, Wis.
Shortridge, Lila V.	Park River

Sorenson, Mamie	Hansboro
Thompson, Tilda	Thompson
Vannier, E. Laurena	Devils Lake
Wilbur, Ruth A.	Cartwright

Tenth Graduating Class (26), 1904.

Abel, Melvina G.	Medford
Burbidge, Anna J.	Grano
Chase, Mary B.	Reynolds
Charlton, Ethel G.	Skyberg, Minn.
Cliffgard, Theo. J.	Mandt
Crafer, Thomas	Madison, Wis.
Denning, Lillie M.	Lidgerwood
Erickson, Oscar	University
Fiske, Etta G.	Amenia
Fraser, Anna M.	
Hazzard, Olive E. (Mrs. Hood)	Battleford, Canada
Haywood, Margaret (Mrs. Van Fleet)	Larimore
Hegland, Clara	Pembina
Hill, Minnie	Aneta
Keeping, Kimball	Hampden
Lucken, Lillie M.	Devils Lake
McElfresh, Elinor R. (Mrs. A. M. Thompson)	Minot
McLean, Anna (Mrs. F. C. Rother)	Perth
McLeod, John	
McMordie, Margaret (Mrs. W. E. Inglehart)	Mayville
Morrish, Minnie Violet (Mrs. M. N. Mallory)	Hope
Nelson, Anna S.	
Scott, George, A. B.	
Shortley, Ethel A. (Mrs. A. D. Frazier)	Schafer
Smith, Robert E.	Hankinson
Wold, Jennie (Mrs. C. J. Rusness)	Fargo

Eleventh Graduating Class (33), 1905.

Anderson, Alma B.	Northwood
Anderson, Hilda (Mrs. H. B. Springen)	Northwood
Anderson, Loretta C.	Rolla
Barnfather, Cora	Williston
Carter, Nine B.	Hankinson
Cowden, Marie V. (Mrs. C. J. Sweasy)	Minneapolis, Minn.
Eaman, Effie P.	Hunter
Erickson, Clara (Mrs. O. Morstad)	Mayville
Helgeson, Mathilda (Mrs. Gunder Springen)	Mayville
Hepburn, Margaret	Kelso
Hunsley, Edythe A.	Williston
Kirkeberg, Ingrid C. (Mrs. Paul Crum)	Esmond
Kramer, Ethel O. (Mrs. E. B. Mertz)	Stanley
Levin, Aaron	Grand Forks
Lucken, Etha L.	Seattle, Wash.
MacLean, Etta A.	Drayton
Miller, Edith B. (Mrs. L. E. Devan)	Linton
Murphy, R. B.	Tower City
Olson, Clara J.	Bottineau
Olson, Cora A.	Hankinson
Palmer, Jeanne	Hankinson
Plummer, Ida M.	St. John

Plummer, Maud (Mrs. Hatcher)	Grand Forks
Ronning, Hulda M.	Souris
Thacker, Nellie G.	Grand Forks
Thompson, Charlotte	Chicago, Ill.
Trageton, O. O.	Grand Forks
Tvenge, William P.	University
Vannier, Lucy B. (Mrs. F. Traynor)	Devils Lake
Waiste, Lucy B.	Minneapolis, Minn.
Wallace, Irene	Hankinson
Weltzin, Marie A.	Mayville
Wilkins, Stella F. (Mrs. Christianson)	Oakes

Twelfth Graduating Class (54), 1906.

Amb, Julia	Hatton
Ames, Cora	Casselton
Ball, Violet (deceased)	
Baldwin, Lulu	St. Thomas
Burdick, Maude	Cle Elum, Wash.
Burley, Beatrice	Williston
Carhart, Ruth M.	Indianapolis, Ind.
Carlson, Anna	Lynchburg
Childs, Ruth E.	North Yakima, Wash.
Craig, Carrie	
Curran, Francis J.	Grand Forks
Dahl, Nora	Hillsboro
Dean, Cora	University
Dudley, Belle	Grand Forks
Duell, Pearl	Park River
Gehrke, Minnie	Grand Forks
Gilroy, Frances (Mrs. O. D. Cannon)	Aneta
Haberlin, Wm. J.	Courtney
Hagen, Mrs. Belle	Tolna
Holbrooke, Bessie	Ponce, Porto Rico
Hocking, Thos.	Abraska
Iverson, P. J.	Decorah, Ia.
Johnson, Helga	Bellingham, Wash.
Ketchum, Emma	Casselton
Kenny, J. J.	
Longfellow, Edith V.	Buxton
Lund, Pauline	Roger
McBride, Jean	Grafton
McVey, Jesse (Mrs. Edward Erickson)	Hamilton
Melhus, Nettie (Mrs. A. Ellingrud)	Hillsboro
Mitchell, Maria	Hillsboro
Morsen, Alma (Mrs. T. A. Thompson)	Page
Nelson, Christine	Hatton
Nelson, Theresa	Mayville
Newton, Geo	Finley
Norton, Mary E.	Devils Lake
Noben, Lillian	Devils Lake
Oftedal, Axel	University
Oftedal, Tryvge	Egeland
Olson, Inga	Fargo
Osmon, A. H.	Norwich
Picard, Thea	Esmond
Rapp, Mabel	Clifford
Rachac, Mary	Conrad, Mont.

Rinde, Rosabella	Park River
Schuler, Mabel	Wahpeton
Seeley, Bessie	Hillsboro
Shaw, Leta	Casselton
Skarperud, Mary	Mayville
Sullings, Maude	Cle Elum, Wash.
Taylor, Esther Louise	Fargo
Thexton, Mabel	St. Thomas
Wambheim, Guri	Hatton
Wernett, Anna	Leeds

Thirteenth Graduating Class (48), 1907.

Anderson, Minnie	Oberon
Anderson, Cora	Knox
Bell, Jeanette	Grandin
Caple, Grace	Mayville
Carhart, Agnes	Indianapolis, Ind.
Cornell, H. T.	
Davidson, Ida	Decorah, Ia.
DeLong, Leslie	Fairmount
Fladeland, May	Finley
Fait, Walter	Taylor
Glerum, Anna	Tower City
Gilbertson, Laura (Mrs. W. K. Taylor)	Rugby
Greenwood, Nora	Linton
Grinde, Anna (Mrs. A. N. Skogerboe)	Greenbush, Minn.
Hankins, Samuel T.	Oberon
Hanson, Henry	Linton
Hocking, Harry	Chicago, Ill.
Jones Elsa	Hankinson
Jones, Mattie (Mrs. L. Martineau)	St. John
Johnson, Catherine	Aneta
Kennedy, Gertrude	Maza
Kelly, Mary	Lidgerwood
Kruse, Anna	Oberon
Lynch, Anna (Mrs. Joseph Tarr)	Lidgerwood
McCulloch, Jeanette Florence	Cooperstown
Matthews, Jeanette	Galesburg
Morrish, Lottie	Page
Mitchell, Inez	Hunter
Nelson, Lulu	Larimore
Nelson, Selma	Drayton
Nash, Mildred E.	Reeder
Olson, Hilda	Dickinson
Olson, Julia	Bottineau
Olson, Ragnhild	Portland
Olson, Alida	Osnabrock
Olson, Solvig	Northwood
Peterson, Nora	New Salem
Quanbeck, Carl	Fargo
Reep, Lewis	Manger
Ringen, Selma	Grandin
Robinson, Wm.	Farland
Scallard, Mae	Sharon
Sondreal, Helen	Hatton
Torrance, Sadie	Churchs Ferry
Turner, Effie	Webster

Vinje, Arne	-----	New Salem
Walster, Vieve	-----	Dickinson
Young, Minnie	-----	Webster

Fourteenth Graduating Class (51), 1908.

Adams, Susie	-----	Arthur
Ames, Lillian Regina	-----	Mayville
Anderson, Josie	-----	Northwood
Anderson, Ruth Evelyn	-----	York
Asal, Minnie	-----	Kindred
Bjelde, Josie	-----	New Rockford
Borderud, Ida	-----	Grandin
Brandenburg, Cora	-----	Mapes
Bratlee, Grace Elvina	-----	Donnybrook
Bruyere, Florence	-----	Inkster
Calley, Maria	-----	Casselton
Dada, Maude Harriet	-----	Crystal
Drager, Etta (Mrs. Etta Poier)	-----	Langdon
Eastgate, Emma	-----	Inkster
Engelhorn, Adeline	-----	Churchs Ferry
Funderhide, Florence	-----	Cando
Funderhide, Grace	-----	Considine
Gummer, Frank Arthur	-----	Perth
Hankins, Fred H.	-----	Wahpeton
Herbrandson, Clara	-----	Blabon
Himes, Myrtle Blanche	-----	Bisbee
Holland, Amanda	-----	Steele
Jones, Grace M.	-----	Cando
Kelly, Kathleen	-----	Galesburg
Kochendorfer, Rose R.	-----	Cavalier
Lura, Effa A.	-----	Mayville
Lura, Emma R.	-----	Mayville
Martin, Bertha S.	-----	Edinburg
Molden, Anna C.	-----	Bisbee
Moylan, Mary Gertrude	-----	Edgland
Muller, A. G.	-----	Portland
Nelson, Elmer	-----	Hatton
Nestoss, Anna	-----	Cando
Robinson, Eva E.	-----	Conway
Robinson, Oliver J.	-----	Mayville
Rose, Phebe (Mrs. A. J. Prewitt)	-----	Hansboro
Scherlie, Viggo	-----	Crary
Sjoberg, Hilda	-----	Devils Lake
Skundberg, Johanne	-----	Portland
Smith, Mrs. Pearl E.	-----	Terry, Mont.
Stenson, Thilda Bell	-----	Hansboro
Stewart, J. B. Gordon	-----	Mayville
Voracheck, R. Mary	-----	Inkster
Vosburg, Bernace	-----	Arthur
Vosburg, Mildred Laura	-----	Arthur
Walker, Tessa Maude	-----	Hoople
Wambheim, Lars	-----	University
Weltzin, Alpha S.	-----	Hatton
Winger, Lettie A. (Mrs. Julian Elmquist)	-----	Bisbee
Wittkoft, Rosa A. (Mrs. J. Elliott)	-----	Hunter
Wolfe, Jennibelle (Mrs. Louis Reep)	-----	Manger

Fifteenth Graduating Class (57), 1909.

Bakken, Ellen	Hatton
Benson, Marion	Lidgerwood
Bettinger, Lyle M.	Petersburg
Black, Alda D.	Bantry
Bremseth, H. O.	Rock Lake
Calley, Margaret	Blanchard
DeRoche, Melvina Alice	Aneta
Dolve, Mary A.	Portland
Enge, Alpha Rachel	Galesburg
Fladeland, Eva Louise	Finley
Gjerness, Knut Olsen	Sharon
Green, Rachel H.	Linton
Green, A. Thorton	Edinburg
Grimson, Emma	Hatton
Grove, Nelda L.	Devils Lake
Harris, Lillian	Larimore
Herbrandson, Clara	Blabon
Hylden, Adolph E.	Park River
Jackson, Mae	Walhalla
Jenkins, Sarah C.	Erie
Johnson, Andrew	Lankin
Kennedy, Anna E.	San Diego, Cal.
Keyes, Winnifred	Minnewaukan
King, Kenneth K.	Cogswell
Kulstad, Mary	Starkweather
Lawrence, Jacob L.	Conway
Lillehaugen, Clara A.	Brocket
McConnell, Paul H.	Churchs Ferry
McCrae, Jas. A.	Clifford
McNamee, Ethel L.	Brocket
Masters, Lettetia	Hannah
Meade, Estella	Churchs Ferry
Merritt, Rosina	Devils Lake
Molden, Clara	Zion
Moylan, Margaret	Cando
O'Bryan, Almeda	Larimore
Osborne, Emma	Michigan
Ostmo, Clara Pauline	Sharon
Pederson, Ella	Portland
Porter, Ward H.	McVile
Power, Ada Elizabeth	Pleasant Lake
Schlosser, Anna Mae	Jacksonville, Ill.
Schlosser, Pearl	Jacksonville, Ill.
Sigurdson, S. B.	Hatton
Skarperud, Andrew	Mayville
Smith, Laura W.	Inkster
Steen, Lulu	Denhoff
Stewart, Alice	Mayville
Thomson, Bernice L.	White Earth
Warren, M. Adella	Donnybrook
Westrum, Lena	Hampden
Willey, Grace E.	Cogswell
Wold, Sigurd	Souris
Wray, Chas. W.	Nushagak, Alaska
Yates, Hallie	Emerado

Yates, Hazel ----- Bathgate
Youngquist, Edna ----- Hansboro

Officers of the Alumni Association

HENRY H. HANSON ----- *President*
MINNIE ANDERSON ----- *Vice-President*
CORA AMES ----- *Secretary and Treasurer*





PRECEPTRESS' ROOM, NEW DORMITORY



RECEPTION ROOM, NEW DORMITORY



STUDENTS' ROOM, NEW DORMITORY



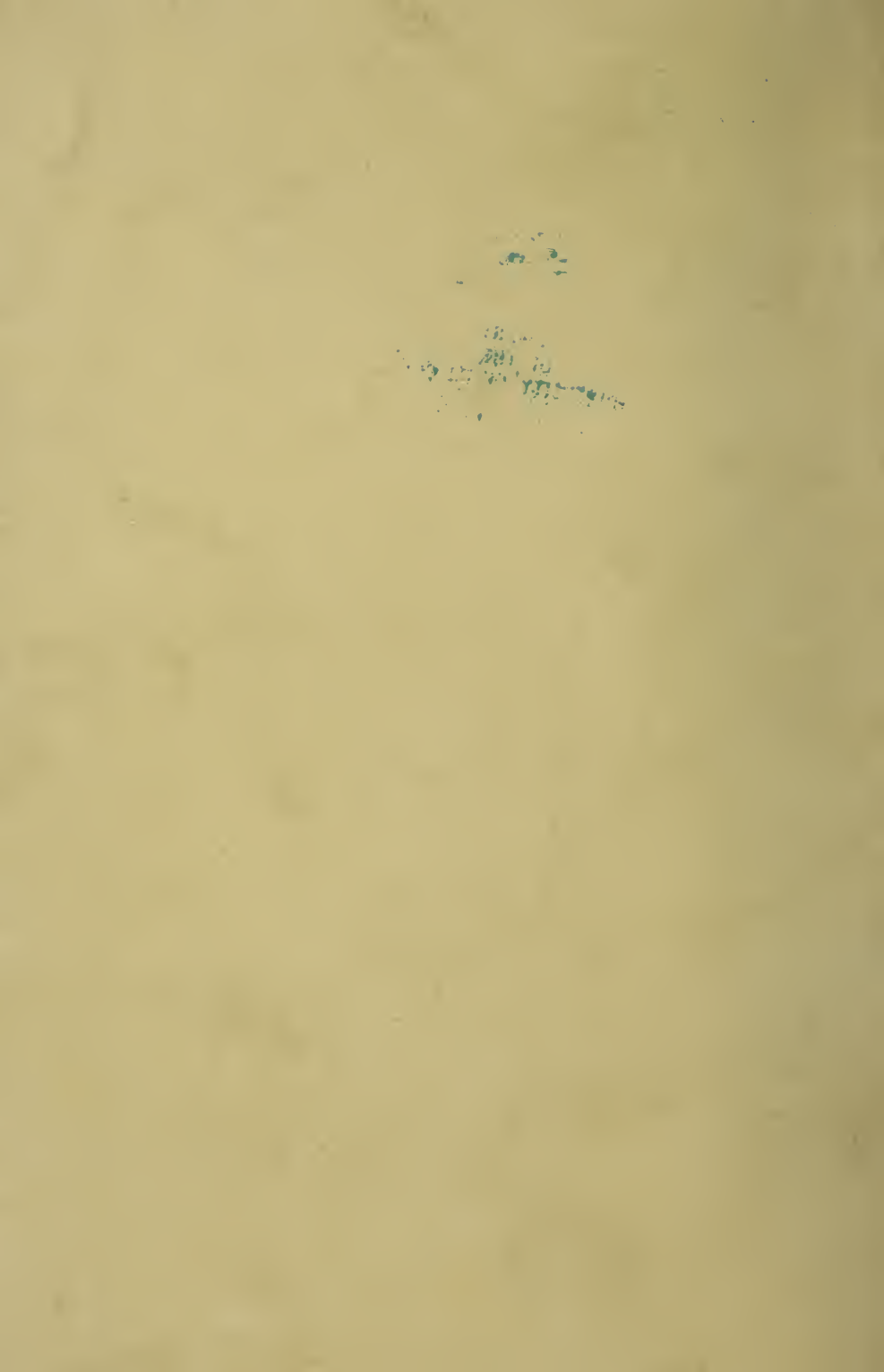
DINING ROOM, NEW DORMITORY



DOMESTIC SCIENCE LABORATORY, MAIN BUILDING



MANUAL TRAINING ROOM, MAIN BUILDING



C
N810sH
1910-11

STATE NORMAL SCHOOL

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

MAYVILLE, NORTH DAKOTA

JUNE, 1911

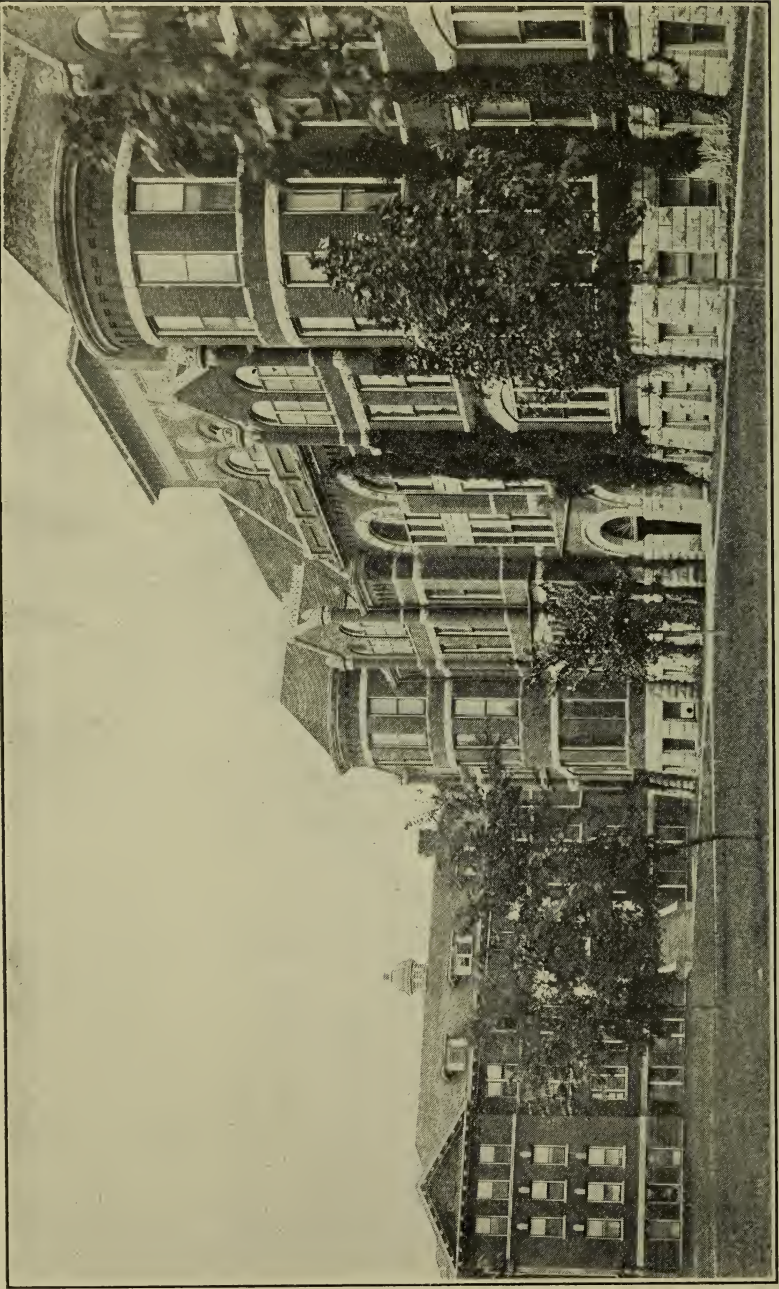
TWENTY-FIRST ANNUAL CATALOGUE

WITH
ANNOUNCEMENTS FOR
1911-12

VOL. IX

QUARTERLY BULLETIN

NO. 1



MAIN BUILDING AND WOMEN'S DORMATORY

LIBRARY
OF THE
SCHOOL OF THE
SACRED HEART

TWENTY-FIRST
ANNUAL CATALOGUE
OF THE
STATE NORMAL SCHOOL
AT
MAYVILLE, NORTH DAKOTA
—
FOR
1910-11
WITH
ANNOUNCEMENTS
FOR
1911-12
PUBLISHED IN JUNE 1911

Entered at the Mayville Post Office as second-class matter under Act of July 16, 1894

Calendar

1911

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
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OCTOBER							NOVEMBER							DECEMBER						
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29	30	31	--	--	--	--	26	27	28	29	30	--	--	24	25	26	27	28	29	30
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1912

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30	--	--	--	--	26	27	28	29	30	31	--	23	24	25	26	27	28	29
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Important Dates and Events

1911

The Summer School begins.....	Monday, July 10
The Summer School ends.....	Friday, August 18
The Fall Term begins.....	Tuesday, October 3
The Fall Term ends.....	Thursday, December 21

1912

The Winter Term begins.....	Tuesday, January 2
The Winter Term ends.....	Thursday, March 21
The Spring Term begins.....	Tuesday, April 2
The Spring Term ends.....	Thursday, June 20

Commencement Week

Baccalaureate Service.....	Sunday Evening, June 16
Senior Chapel.....	Monday Morning, June 17
Senior Class Exercises.....	Tuesday Evening, June 18
Recital and Reception to the Senior Class.....	Wednesday Evening, June 19
Alumni Banquet.....	Thursday Afternoon, June 20
Commencement Exercises.....	Thursday Evening, June 20

Holidays

Thanksgiving
Eleven days at Christmas and New Year's
Lincoln's and Washington's birthdays
Eleven days between the Winter and Spring Terms
Memorial Day

State Board of Normal School Trustees

State Superintendent E. J. TAYLOR— <i>President, ex-officio</i>	Bismarck
R. M. RISHWORTH—member at large, <i>Vice-President</i>	McClusky
FRANK A. WILLSON—member at large, <i>Secretary</i>	Bathgate
H. A. NELSON—member at large.....	Nesson
HUGH McDONALD—resident member.....	Valley City
S. H. TAYLOR—resident member.....	Mayville
MARTIN JACOBSON—resident member.....	Minot

The terms of Messrs. Taylor (S.H.), Jacobson, and Rishworth expire in 1913 and those of Messrs. McDonald, Willson, and Nelson in 1915.

Faculty

THOS. A. HILLYER, Ph. B., M. A., *President*
(University of Chicago, Harvard University)
History and Philosophy of Education,
and School Management and Law

CLYDE R. TRAVIS, Ph. B., *Vice-President*
(Illinois Wesleyan University)
Mathematics

EDITH E. BRANT
(Graduate Conservatory of Detroit)
Music and Drawing

LAKE G. WATSON, Ph. B., M. A.
(Earlham College, Columbia University)
Supervisor of Practice and Psychology

W. C. GOULD, A. B.
(University of Michigan)
Physical Science and Geography

*N. H. THOMPSON, B. A.
(University of South Dakota)
Commercial Branches

FRED G. FOX, A. B., A. M.
(University of Illinois, Columbia University)
English

NELLE A. OLSON, B. A.
(University of Minnesota) —
Librarian and Library Science

C. M. CORRELL, Ph. M.
(University of Chicago)
History and Social Science

H. F. BUTTERFIELD, B. S.
(Kansas State Agricultural College)
Manual Training

HELEN M. EDDY, A. M.
(University of Iowa)
Latin and German

LEAH MAY GAYMON, M. A.
(University of Iowa)
Preceptress and Domestic Science

*Resigned in February

Faculty—Continued

CONRAD E. THARALDSEN, B. S.
(Saint Olaf College)
Biology and Athletics

CLARA M. DUNLAP, B. S.,
(Lenox College)
Physical Culture and Expression

FRANKLIN THORDARSON, A. B.
(Gustavus Adolphus College)
Principal of Practice School

AGNES DAVIN
(Graduate State Normal School, River Falls, Wis.)

MARIE WELTZIN
(Graduate State Normal School, Mayville, N. D.)
Grammar Critic Teachers

MARGARET RUTHERFORD, B. S.
(Iowa State College)

ALPHA WELTZIN
(Graduate State Normal School, Mayville, N. D.)
Intermediate Critic Teachers

MRS. H. H. PORTER
(University of Minnesota)
Primary Critic Teacher

LILLIAN CURRIER
Clerk

Extra Summer School Teachers for 1910

R. B. MURPHY
(Superintendent, Tower City, N. D.)
English and Mathematics

MRS. N. C. McDONALD, A. B.
(University of North Dakota)
Geography and Grammar

Organization of Faculty

COMMITTEES

Registration and Program—MR. TRAVIS, MISS WATSON, and MR. BUTTERFIELD.

Christian Organizations—MR. THOMPSON, MISS GAYMON, and MR. CORRELL.

Athletics—MR. THARALDSEN, MISS DUNLAP, and MR. GOULD.

Social Affairs—MISS OLSON, MISS EDDY, and MR. GOULD.

Observance of Special Days—MR. CORRELL, MISS BRANT, and MISS DUNLAP.

Press Correspondence—MR. TRAVIS, MISS OLSON, and MISS WATSON.

COUNSELLORS

Literary Society—MISS EDDY.

Exponent: literary management—MR. FOX.

Exponent: business management—MR. BUTTERFIELD.

Women's League—MISS GAYMON.

MANAGERS

Lecture Course—MR. THOMPSON.

Glee Club and Orchestra—MISS BRANT.

The Child the Hope of the Race

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick and bury the dead; but there is always a chance that we can save a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race's salvation, it will be because a little child has led them.

David Starr Jordan.

State Normal School

Mayville, North Dakota

Organization

The Constitutional Convention, held in 1889, established the school, made it a part of the public school system, and endowed it with 30,000 acres of land. It was organized in accordance with legislative enactment, under the provision of Article XIX of the State Constitution, and opened its doors for the admission of students on the first day of December, 1890.

Location

Mayville is situated upon the Breckenridge and Larimore division of the Great Northern Railway, about forty miles from Casselton and thirty miles from Larimore, which are on the Northern Pacific and Great Northern Railways respectively. Mayville is one of the most beautiful and thriving of the small towns of the Red River Valley. It has over twelve hundred inhabitants, and offers the modern conveniences and comforts of living. The city is lighted by electricity and has an adequate system of waterworks. The moral and intellectual tone of the place is attested by the presence of five churches and a free public library. The number of well-to-do farmers who have made themselves homes in Mayville in order that their children may enjoy its educational advantages help to make the place an ideal location for a normal school.

Buildings

THE MAIN BUILDING: This is a fine building made of red brick and white Kasota sandstone and finished on the inside in ash, oak, birch and maple. Its recitation rooms, laboratories, library, assembly room, etc., are commodious, well lighted and ventilated, heated by steam and equipped with up-to-date educational appliances. The basement of the west part which was added through an appropriation by the ninth legislative assembly is divided into two gymnasiums—one for men and another for women. Tub and shower baths and lockers are conveniently located in connection with the gymnasiums.

THE DORMITORIES: The new boarding department and women's dormitory building, constructed of materials and in a style to harmonize with the main building and built and furnished at a cost of \$60,000, is located at the west end of the front yard. In heating, ventilation, lighting, fire-escapes, bath-rooms, toilets, laundry, kitchen, dining room, and equipment everywhere, the building is thoroughly modern and up-to-date. All furniture in the students' rooms, bed-steads, springs, mattresses, dresser, tables, chairs, etc., is of excellent quality. Rugs are not provided but the floors are of polished maple. The comforts and conveniences which this building is able to offer to nearly a hundred women roomers are not surpassed by those of any other dormitory in this part of the country.

The third floor of the main building is used as a dormitory for women. The rooms here are large and well supplied with the necessary furniture, including rugs. They are lighted by electricity, well heated and ventilated, and within easy reach of the double stairway leading out of the building, and the iron fire escapes which are liberally provided. Many students prefer rooms in this dormitory because of the convenient location with respect to the office and the various departments of instruction on the floors below. There are accommodations here for about ninety roomers.

THE HOSPITAL: The last legislature made an appropriation of \$10,000 for a Normal School hospital. This building is now in course of construction and will be completely equipped and ready for use soon after the opening of school in the fall. *It will be used exclusively for the benefit of students and other members of the normal school community. Parents of prospective students, and such students themselves, will appreciate what the hospital will mean by way of superior facilities for taking care of sickness.* No other educational institution within the state will be so well equipped in this way. The hospital will stand on the northwest corner of the campus, sufficiently apart from the other buildings, which it will match in material and style.

THE HEATING PLANT: This too is a new structure standing just north of the main building. With its red brick walls, green roof and shapely smoke-stack ninety feet high, it makes a thoroughly creditable addition to the appearance of the school site.

The removal of the boilers and furnaces from the basement of the main building where they were formerly located means greatly reduced danger from fire; and the new central location of the plant, together with the installation of a complete vacuum system, secures much greater efficiency in the economic and uniform heating of the buildings.

Dormitory Regulations

Each dormitory roomer should bring with her one pillow, two pairs of pillow-slips, two pairs of sheets, a woolen blanket, a comfortable, a spread and towels. Occupants care for their own rooms. All dormitory students are under the supervision of the preceptress whose rooms are on the first floor of the new dormitory building. An assistant-preceptress has rooms in the old dormitory where she is in immediate charge.

Students are admitted to the dormitories in order of application. *Applications should be made early, and addressed to the president of the school. Rooms will be held but one day, except by special arrangement, for students who do not appear when expected.* The new dormitory will be filled before any assignments are made to the other.

Women who attend the normal school are urged to live in the dormitories. The dormitory life with its reasonable routine and discipline and with all its comforts and conveniences is greatly to be preferred, especially during the long winter season, to living outside.

Boarding Department

This department has been removed from the main building and now occupies almost the entire basement floor of the new dormitory building where everything needed to make a first-class equipment is provided. The kitchen is excellently furnished and skillful cooks guarantee a sufficient variety of *clean* and *wholesome* food. The spacious and well-lighted dining-room with its quartered-oak finishing, maple floors, oak furniture, and tastefully curtained windows is very attractive. There is floor space for twenty-eight square tables, at each of which eight persons may be seated.

Grounds

Extensive ground improvements are under way. They include the depositing of over four thousand loads of black dirt about the buildings and upon other parts of the yard, the careful grading and seeding of almost the entire yard, the setting out of a large amount of trees and shrubbery, the laying of over six thousand square feet of concrete sidewalk and one thousand feet of concrete curbing, the placing of cinder walks and drives, the improvement of the athletic field (tennis courts, baseball diamond, etc.), and other things. These improvements begun last fall and renewed in the spring ought to be completed by the beginning of the next school year.

Library and Laboratories

Within the last three years over two thousand dollars has been spent in adding to the library a large collection of the best books along many different lines, and another thousand dollars is now available to be used in the same way. Within the same time over two thousand five hundred dollars has been expended in improving the laboratories with new furniture and apparatus. The library and laboratory facilities are now much better than ever before.

Athletic Supplies

Fifty Springfield rifles lent to the school with complete accoutrements by the U. S. government and five hundred dollars' worth of standard gymnasium and field apparatus have been added to the equipment already on hand. The school is now able to do well the large amount of physical culture required and the interest of students in gymnasium and field work is greatly increased.

Entertainment Course

Each year the school conducts a course of cultured entertainments which present a number of well-known lecturers and musical and literary artists. These entertainments are of decided value, and are offered to students at a low cost. The course of 1908-09 included Elias Day and Oranne Truitt Day, Ross Crane, Ernest Wray O'Neal, the Minneapolis Symphony Quartette, and Ralph Parlette. The course of 1909-10 included the Chicago Ladies' Orchestra, the

Brush Comedy Company, the Eva Bartlett Macy Company, Col. G. W. Bain, and the Parland-Newhall Company. The course for 1910-11 included the Castle Square Entertainers, the Chicago Operatic Company, Edward Burton MacDowell, William Sterling Batts, and the University of North Dakota Glee Club. The course for 1911-12 will be even better than those of former years.

Mayville Public Library

Through the generosity of Messrs. J. L. and E. B. Grandin, supplemented by the enterprise of its public-spirited citizens, Mayville has established a free public library, representing an investment of twelve thousand dollars. This sum carefully invested by those possessing peculiar fitness for the task has secured to Mayville a library of very great educational value. In addition to a large list of well-selected books and all the leading papers and magazines, the library contains amusement rooms and a gymnasium. It is located a short distance from the normal school, and students are admitted to all privileges free of charge.

Religious Opportunities

The Congregational, Episcopal, Hauges Lutheran, Synod Lutheran, and Methodist Episcopal churches are represented in Mayville and students are welcomed to them all. Students are advised to identify themselves with the church of their own or their parents' choice and avail themselves to the fullest extent of the privileges of a church home.

Student Organizations

GLEE CLUBS: Men's and women's glee clubs under the direction of the teacher of music do much to supplement the systematic training in music given in the course of study.

ORCHESTRA: This organization is also under the direction of the teacher of music. The instrumentation is not fixed, but depends each year upon the talent to be found in the school. Anyone who plays a wind or string instrument and reads music fairly well may belong to the orchestra.

LITERARY SOCIETY: The society has a large membership

and meets every two weeks. It affords a splendid opportunity for the development of talent for literary work, public speaking, and extemporaneous discussion. Open meetings to which the public is invited are held occasionally.

EXPONENT: This is the regular monthly student publication. The teacher of English is advisory-editor. The Exponent is valuable as an organ of school news, student opinion, and general literary work.

WOMEN'S LEAGUE: This is a school organization among the women of the school. Its effort centers about the Women's League Reception which is given to the school and outside guests in February of each year and which has come to be one of the leading events of the school.

CHRISTIAN ASSOCIATIONS: The Young Men's and the Young Women's Christian Associations are represented in the school and devote themselves to the various important kinds of work appropriate to such organizations.

ATHLETIC ASSOCIATION: This association is in successful operation under the guidance of an athletic director. Football, basketball, baseball, tennis, and other indoor and outdoor games are played. There are occasional contests with other institutions, but competition between different teams within the normal school is much more important and is much more emphasized.

Expense

TUITION: There is free tuition in all departments.

REGISTRATION: A uniform registration fee is charged as follows: Five dollars for the entire academic year, to be paid by those entering the fall term; \$4.00 for the winter and spring terms, to be paid by those entering the winter term; and \$3.00 for the spring term, to be paid by those entering that term.

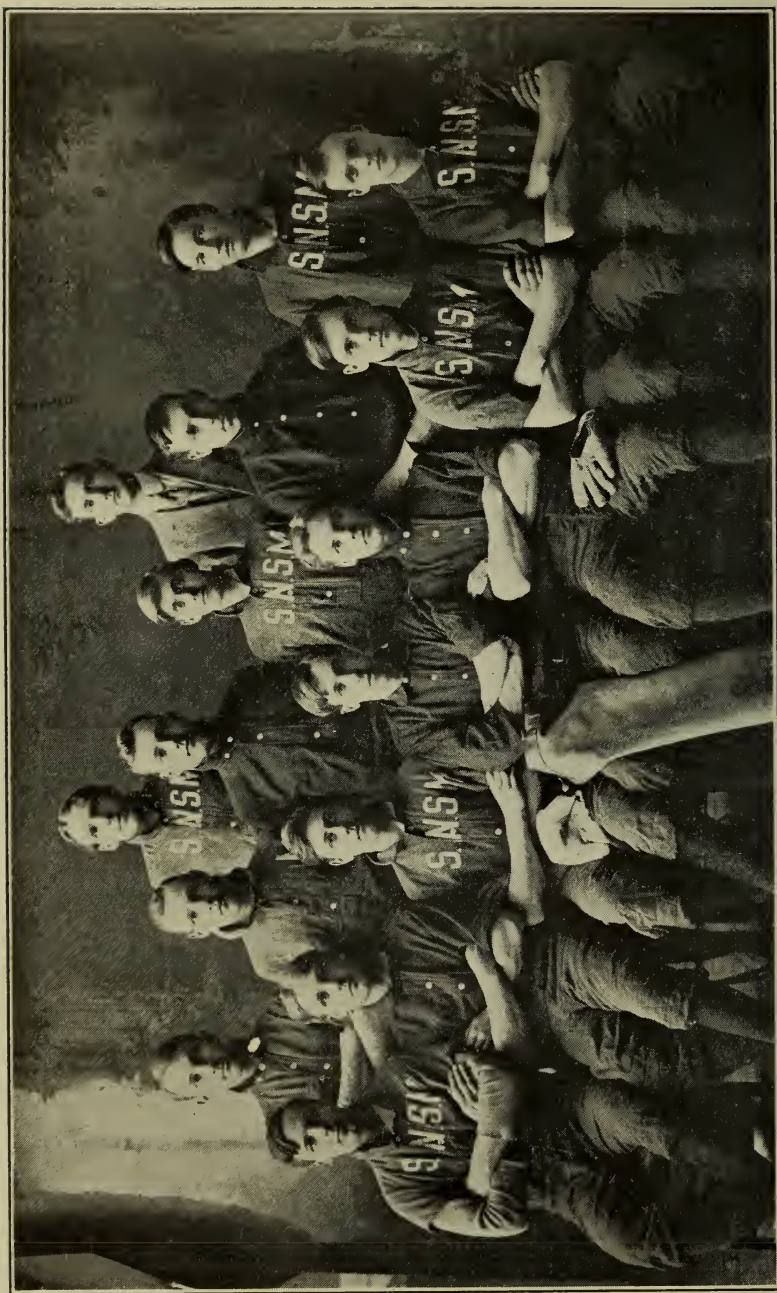
TEXT-BOOKS AND LIBRARY: A fee of \$1.25 per term is charged for the use of necessary text-books, which are provided by the school, and the general library.

BOARDING: Occupants of the dormitories get both rooms and meals at the school for \$14 per month of four weeks, payable in advance. Meals are furnished by the school to both men and women rooming outside at \$11 per month of four weeks, payable in advance.

Board and room in the town cost about \$3.50 per week. Students who wish to save expense by getting their own meals can find suitable accommodations at reasonable rates.

PHYSICAL CULTURE: Students in this work are required to be suitably dressed for gymnasium exercises. They may buy ready-made suits at a cost of \$3.50 to \$4.00, buy material and make their own suits at about the same cost, or provide themselves in any other way, probably by an adaption of ordinary clothing, with comfortable, loose-fitting gymnasium apparel. It is necessary, also, that easy, soft-soled shoes be provided. Ordinary tennis shoes costing about seventy-five cents are satisfactory.

ATHLETICS: The charge of a fee of fifty cents per term to support athletics and for which students would be admitted to all games may be made during 1911-12.



BASE-BALL TEAM

Purpose of the School

The aim of this school is to prepare young people for the teaching service of the state of North Dakota. To the extent that the purpose of an organization determines its character the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young men and young women for college, nor for the general pursuits of life. It gives general culture; its graduates are admitted to advance standing without examination to the state university and to other colleges; its professional work upon the common school branches and other subjects includes a preparation for business; and the moral education which qualifies young men and women to be safe guides for the state's children is a good preparation "for complete living" and is beneficial in all the walks of life; but these results, though actual, are incidental.

While the applicant for admission to the school is not required to pledge himself to teach in the public schools of the state, and while it freely admits to all privileges young men and women of good character and earnest purpose, provided they are willing to submit themselves to the thorough training in scholarship and to conform to the high ideals of conduct demanded in a school for the training of teachers, the management keeps constantly in mind the statute which declares that "the object of such normal schools shall be to prepare teachers in the science of education and the art of teaching in public schools." The school qualifies its students for various phases of public school work, from the primary grades to some departments of the high school, but its curriculum and training are especially adapted to give superior qualifications for the work of the first eight grades of the public school system.

The vital importance of this phase of public school education is apparent. The following words of Edward Everett, uttered as governor of Massachusetts at the opening of the first normal school established in this country for the purpose of improving the public schools, have greater weight today than at any previous time, and apply with peculiar force to North Dakota: "No rational man, it seems to me, can fail to see the superior importance of the common schools. They give the keys of knowledge to the mass of the people. If there be any person to whom the words 'common school' and

'common school education' convey an idea of disparagement and insignificance, such persons are ignorant, not merely of our true political system, but of the nature of man. Our common schools are important in the same way as the common air, the common sunshine, the common rain—invaluable for their commonness. They are the corner stone of that municipal organization which is the characteristic of our social system. They are the foundation of that widespread intelligence which, like a moral life, pervades the country; they are the nursery of that inquiring spirit to which we are indebted for our preservation of the blessings of an inquiring spiritual faith." North Dakota has indicated its appreciation of this phase of education by dedicating to it the sixteenth and thirty-sixth section of every township in the state.

The great material resources of this state have caused an influx of people from other states and other nations. In constantly increasing multitudes they come from many climes, representing many theories of government, different religious convictions, and speaking a multitude of tongues. The heterogenous multitude is to be formed into a homogenous people. The most efficient means of accomplishing this result is the common school. Resources are not wanting. The public school fund is ample; schoolhouses, already numerous, are rapidly multiplying, and the call for trained teachers is most urgent. It is the special function of the normal school to supply this demand.

As teachers in country schools and graded schools of the city, as principals of high schools and superintendents of city schools, and as county superintendents, graduates and undergraduates of this school are rendering to society efficient and honorable service and are receiving a money compensation varying according to ability and experience, but averaging well with that received in other professions.

Courses of Study

(A *credit* is one subject reciting daily for one term.)

There are five general and five special courses of study.

The general courses are:

1. The Course for Rural School Teachers,
2. The Four-year Elementary Course for Eighth-grade Graduates,
3. The One-year Elementary Course for High School Graduates,
4. The Five-year Advanced Course for Eighth-grade Graduates, and
5. The Two-year Advanced Course for High School Graduates.

The special courses are in:

1. Agriculture,
2. Domestic Science,
3. Manual Training,
4. Music and Drawing, and
5. Physical Culture and Expression.

These courses are two years in length and are intended for high school graduates or the equivalent.

General Courses

The Courses for Rural School Teachers

FALL	WINTER	SPRING
Grammar Arithmetic American History Political Geography Drawing Singing	Grammar Arithmetic American History Physical Geography Manual Training Observation	Reading Penmanship and Spelling Civics Physiology and Hygiene Domestic Science Observation
SUMMER SCHOOL—Agriculture and Elementary Pedagogy		

This course consists of twenty credits—all required—and must run through at least ten and a-half months. Fifteen credits are allowed for its completion upon either the four-year or five-year course.

The Four-Year Elementary Course for Eighth-Grade Graduates

FIRST YEAR

FALL	WINTER	SPRING
Grammar Arithmetic American History Political Geography Singing	Grammar Arithmetic American History Physical Geography Literature for Com. Sch.	Reading Penmanship and Spelling Civics Commercial Geography Literature for Com. Sch.

SECOND YEAR

FALL	WINTER	SPRING
English Composition General History Algebra Agriculture Drawing	English Composition General History Algebra Agriculture Drawing	Rhetoric General History Algebra Agriculture Drawing

THIRD YEAR

FALL	WINTER	SPRING
✓ Plane Geometry	✓ Plane Geometry	✓ Solid Geometry
✓ Psychology	✓ Psychology	✓ Psychology
✓ Zoölogy	✓ Zoölogy	✓ Physiology and Hygiene
✓ Physics	✓ Physics	✓ Physics
✓ Elective	✓ Elective	✓ Elective

FOURTH YEAR

FALL	WINTER	SPRING
✓ History of Education	✓ Philosophy of Education	✓ Sch. Manag't and Law
✓ Method-review Arith.	✓ Method-review History	✓ Method-review Geog.
✓ General Method	✓ Method-review Gram.	✓ Special Methods
✓ Practice and Observation	✓ Practice and Observation	✓ Practice and Observation
✓ Elective	✓ Elective	✓ Elective

This course consists of sixty credits—fifty-four required and six elective. The six elective credits must be chosen from the following list:

✓ Beg. Latin -----	3	✓ Music -----	2
✓ Caesar -----	3	✓ Agriculture -----	3
✓ Beg. German -----	3	✓ Domestic Science -----	6
✓ German, second year -----	3	✓ Manual Training -----	6
✓ Gen. Eng. Literature -----	3	✓ Social Science -----	3
✓ Expression -----	3	✓ Chemistry -----	3

The One-Year Elementary Course for High School Graduates

FALL	WINTER	SPRING
✓ Psychology	✓ Psychology	✓ Psychology
✓ History of Education	✓ Philosophy of Education	✓ Sch. Manag't and Law
✓ Method-review Arith.	✓ Method-review History	✓ Method-review Geog.
✓ General Method	✓ Method-review Gram.	✓ Special Methods
✓ Practice and Observation	✓ Practice and Observation	✓ Practice and Observation

This course consists of fifteen credits—all required.

The Five-Year Advanced Course for Eighth-Grade Graduates

This course consists of seventy-two credits—fifty-four required and eighteen elective. The required credits and their year and term arrangements are the same as those for the four-year course. Six of the elective credits must be chosen from the list of electives for the four-year course and the remaining twelve from the following list—six of the twelve to be within School Administration, Advanced Psychology, and Philosophy:

Advanced American History-----	3	✓
Modern European History-----	3	✓
Advanced English-----	3	
Latin third year-----	3	
German, third year-----	3	
Advanced Algebra-----	3	
Trigonometry and Surveying-----	3	
Philosophy—Ethics, Aesthetics, and General-----	3	
Advanced Psychology—Genetic, Social, and Comparative-----	3	
School Administration—Local, State, National, and Foreign-----	3	

The Two-Year Advanced Course for High School Graduates

This course consists of twenty-seven credits—fifteen required and twelve elective. The required credits and their year and term arrangements are the same as those for the one-year elementary course. The twelve elective credits must be chosen from the list of electives for the five-year course and six of them must be within School Administration, Advanced Psychology, and Philosophy.

Special Two-Year Courses

Agriculture

FIRST YEAR

FALL	WINTER	SPRING
Agriculture	Agriculture	Agriculture
Psychology	Psychology	Psychology
Method-review Arith.	Method-review History	Method-review Geog.
Elective	Elective	Elective
Elective	Elective	Elective

SECOND YEAR

FALL	WINTER	SPRING
Agriculture History of Education General Method Practice	Agriculture Philosophy of Education Method-review Gram. Practice	Agriculture School Manag't and Law Special Methods Practice

Domestic Science

FIRST YEAR

FALL	WINTER	SPRING
Domestic Science Psychology Method-review Arith. Chemistry of Foods <i>Elective</i>	Domestic Science Psychology Method-review History <i>Elective</i> <i>Elective</i>	Domestic Science Psychology Method-review Geog. <i>Elective</i> <i>Elective</i>

SECOND YEAR

FALL	WINTER	SPRING
Domestic Science History of Education General Method Practice	Domestic Science Philosophy of Education Method-review Gram. Practice	Domestic Science School Manag't and Law Special Methods Practice

Manual Training

FIRST YEAR

FALL	WINTER	SPRING
Manual Training Psychology Method-review Arith. <i>Elective</i> <i>Elective</i>	Manual Training Psychology Method-review History <i>Elective</i> <i>Elective</i>	Manual Training Psychology Method-review Geog. Mechanical Drawing <i>Elective</i>

SECOND YEAR

FALL	WINTER	SPRING
Manual Training History of Education General Method Practice	Manual Training Philosophy of Education Method-review Gram. Practice	Manual Training School Mang't and Law Special Methods Practice

Music and Drawing

FIRST YEAR

FALL	WINTER	SPRING
Music Drawing Psychology Method-review Arith.	Music Drawing Psychology Method-review History	Music Drawing Psychology Method-review Geog.

SECOND YEAR

FALL	WINTER	SPRING
Music Drawing History of Education General Method Practice	Music Drawing Philosophy of Education Method-review Gram. Practice	Music Drawing School Mang't and Law Special Methods Practice

(Electives in place of either music or drawing to make a course in the other alone.)

Physical Culture and Expression

FIRST YEAR

FALL	WINTER	SPRING
Physical Culture and Expression Psychology Method-review Arith. English Literature <i>Elective</i>	Physical Culture and Expression Psychology Method-review History English Literature <i>Elective</i>	Physical Culture and Expression Psychology Method-review Geog. English Literature <i>Elective</i>

SECOND YEAR

FALL	WINTER	SPRING
Physical Culture and Expression History of Education General Method Practice	Physical Culture and Expression Philosophy of Education Method-review Gram. Practice	Physical Culture and Expression School Mang't and Law Special Methods Practice

Each of the six special courses consists of twenty-seven credits. Fifteen are the same as those in the one-year elementary course. Not more than nine of the remaining twelve (except in the course in music and drawing) are in the special line of work taken up and not less than three are elective. In the course in music and drawing the entire twelve credits are in the special work—six in music and six in drawing—and there are no electives. A course in either music or drawing alone may be taken by substituting electives for the six credits in the other. All elective subjects in these special courses must be selected within the four and five-year courses.

The special courses are so adjusted to the general courses that any one of them and the four-year elementary course can be completed in five years and any one of them and the one-year elementary course in two years. It is not possible either to complete a special course and the five-year advanced course in five years or to complete a special course and the two-year advanced course in two years.

Rhetoricals and Physical Culture

Rhetoricals, as may be prescribed by the faculty, are required of all students throughout all courses.

Physical culture three times a week is required of all students—those in the course for rural school teachers take it for three terms, those in the four-year elementary and five-year advanced courses for three years; those in the one-year elementary, the two-year advanced, and the special courses throughout their courses, and those not classified in any course during the entire time that they are in attendance, or not more than three years.

Deficiency in English

Students are not permitted to graduate from any course of study—unless an exception be made of the course for rural school teachers—whose English, either written or oral, is conspicuously deficient, although they may have obtained passing standings in all regularly required and elective work. Such assessment of extra work without additional credit will be made in the cases of individual students and in either oral or written English, or in both, as seems advisable.

Size of Classes

No class will be organized in any elective subject with an enrollment below five or continued longer than the end of the term during which the enrollment falls below that number. When a student is unable to take a given subject because there is not enough demand for it to justify the formation of a class—and this hardly ever happens—he will always be able to find another subject which he can take instead. The rule as stated will be followed with as few exceptions as possible and with as much consideration for students' desires as can wisely be shown.

Admission Requirements

All applicants must possess good moral character and none, especially those expecting to graduate, should have marked physical defects.

Teachers with certificates and others who present official evidence of having completed the eighth grade are admitted without examination to the course for rural school teachers, the four-year elementary course, and the five-year advanced course. Very rarely a strong student with official evidence of having completed only the greater part of the work of the eighth grade is admitted to one of these courses without examination, but conditionally. Applicants without satisfactory credentials are required to pass an entrance examination in Arithmetic, Grammar, Geography, United States History, Penmanship, and Spelling. Ability in Penmanship and Spelling is judged from papers written in the other subjects.

Students who are graduates of first-class high schools or have

done forty-five credits of standard high school work are admitted without examination to the one-year elementary, the two-year advanced, and any of the special courses. The diploma is a sufficient credential for graduates of first-class high schools. All other high school students—including graduates of second and third-class high schools—must submit State High School Board Certificates covering all work in which they desire credit. Applicants may try for credit by examination in subjects studied in high schools but not covered by proper credentials.

Advanced Standing

Persons who have done work beyond the eighth grade, but who are neither graduates of first-class high schools nor the equivalent, are classified in the four-year elementary, the five-year advanced, or, by special permission, in any special course with such advanced standing as they may be entitled to.

Examination for advanced standing is permitted in the case of work claimed to have been done elsewhere, but for which satisfactory credentials are not submitted.

Examination for advanced standing in the common school subject is permitted only to teachers with nine months' experience. Even they must take in class the first term's work in a given subject and they may take examination for a standing in the remainder of the subject only upon the recommendation of the teacher.

Advanced standing not to exceed six credits is allowed for secondary and college work not included in the normal school courses of study and which is not sectarian or denominational.

Diplomas and Certificates

The completion certificate from the course for rural school teachers entitles the holder to a second-grade elementary certificate valid for two years in any county when recorded by the superintendent, and qualifying the holder to teach in any elementary school.

The elementary diploma from either the four-year course for eighth-grade graduates or the one-year course for high school graduates, is accredited as a second-grade professional certificate valid for two years and, after nine months' successful experience, entitles

the holder to such a certificate valid for five years and renewable at the discretion of the board of examiners.

The advanced diploma from either the five-year course for eighth-grade graduates or the one-year course for high school graduates, is accredited as a second-grade professional certificate valid two years and, after nine months' successful experience, entitles the holder to such a certificate *valid for life*.

The second-grade professional certificate qualifies the holder to teach throughout the public schools, except in the departments of high schools doing four years' work.

The diploma from a special two-year course has the same professional certificate value as the diploma from either of the elementary courses. For the completion of a special course the normal school issues, in addition to the diploma, a certificate covering the special work done within the course. This special certificate is issued without the diploma only to those who, without completing either the four-year or the one-year elementary course, spend in the normal school at least five years in advance of the eighth grade, or two years in advance of a first-class high school, or the equivalent, and whose studies include all of the special work in which the certificate is desired. This normal school certificate may be accredited by the board of examiners as a special certificate valid for such a term as the board may prescribe and qualifying the holder to teach his specialty throughout the public schools.

Under-Graduate Standings

Under-graduate standings will be accepted by the board of examiners in place of examination for teachers' certificates, when they are such as to show proficiency in the specific subjects in which they are obtained.

Relation to the State University and the Agricultural College

By an arrangement with these institutions, they will accept nearly all of the normal school work for either entrance or advanced standing. Students who complete any course, except the course for rural school teachers, can make a bachelor's degree at either of

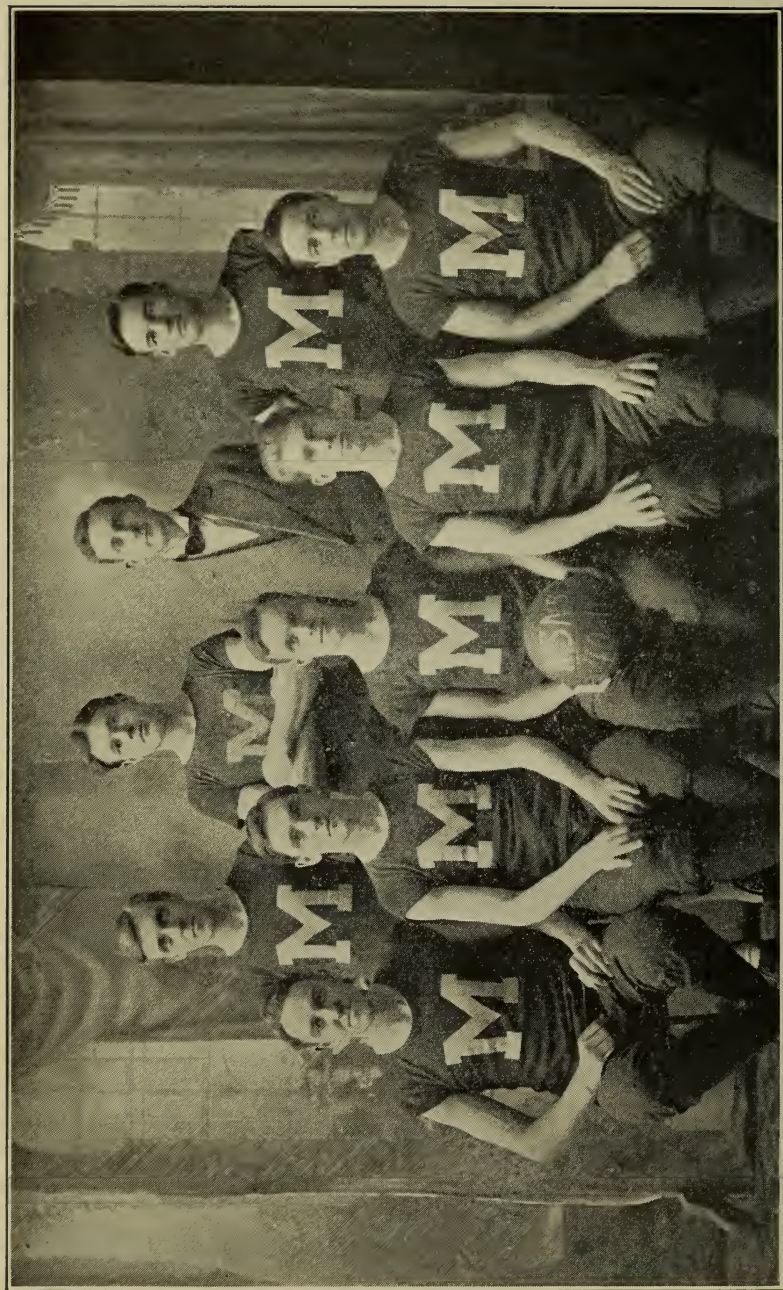
these institutions in from three to three and a-half years. Other standard colleges and universities, whether in the state or not, will receive graduates of the school in about the same way.

Summer School

For some years the normal school and Traill, Steele and Nelson counties have jointly conducted a six weeks' summer school. The summer school offers a large part of the regular normal school courses of study, but its primary purpose is to accommodate persons who are seeking licenses to teach. An illustrated circular giving complete information about the summer school for the present year, *which begins July 10*, will be sent to anyone giving name and address.

Correspondence

Information not found in this catalogue will be given upon request. All communications should be addressed to the president of the school.



BASKET-BALL TEAM

Description of Work

Professional Subjects

PSYCHOLOGY: The work deals chiefly with the normal adult mind and covers the ground as outlined in a typical elementary text-book. Many illustrations are drawn from school work and life at large.

ADVANCED PSYCHOLOGY: A study of genetic, social, and comparative psychology. The stages of mental development, the group mind or social consciousness, and the animal mind compared with the human are studied. The educational bearings of the work are kept in mind throughout.

PHILOSOPHY: This is about equally divided between ethics, aesthetics, and an introduction to general philosophy. It looks at both ethics and aesthetics from the educational point of view and tries to add something of a world philosophy to that of education alone.

HISTORY OF EDUCATION: The ideals and practices, and the great reformers and movements of ancient, mediaeval, and modern times are studied.

PHILOSOPHY OF EDUCATION: A treatment of education as to ideals, materials, and methods from the biological, physiological, sociological, psychological, and philosophical standpoints.

SCHOOL MANAGEMENT AND LAW: A study of some things outside of mere teaching and of immediate importance in the conduct of a school, such as heating, lighting, ventilation, discipline, attendance, program, course of study, and classification and, also, of North Dakota school law.

SCHOOL ADMINISTRATION: This deals with the general schemes of public school organization and administration in locality, state and nation, and makes a comparison of our own systems with those of the leading foreign countries.

METHOD-REVIEWS: A study of the most important parts of arithmetic, grammar, history, and geography for the sake of methods of teaching and academic review.

GENERAL METHOD: This includes a study of the more

important educational principles and their application in instruction. Modifications of methods in the different departments of the elementary school are noted and the bearing of each phase of its work upon the others is considered.

SPECIAL METHODS: These are taught in selected subjects not included by the method-reviews. Seniors have the privilege of election when more classes than one are organized.

OBSERVATION AND PEDAGOGY: Observation of recitations in the practice-school followed by discussion, together with collateral reading make up this work. Its purpose is to familiarize the student with some of the simpler educational principles and to illustrate their application in practice.

PRACTICE-TEACHING AND OBSERVATION: This consists of the observation and discussion of lessons taught by critic-teachers and by students in training, the preparation of lesson plans, and teaching under criticism from either the critic-teacher or the supervisor of practice. The work aims to give the student an insight into public school conditions and work, to develop skill in teaching, and to arouse a sense of the obligation of the teacher to the school and the community.

English

PENMANSHIP: The ideal is a good legible hand, a free easy movement, and a fair rate of speed. There are extended drills and exercises for the sake of legibility, movement, rapidity, grace and form.

SPELLING: The work is both oral and written. Only useful words are studied. Phonics, pronunciation, definitions, word analysis, and use of words in sentences are given attention.

READING: Students are trained in oral reading. Each member of the class reads aloud frequently, and then is asked to tell in his own words what he has read. His attitude, voice, naturalness, and so on, are commented upon that he may overcome bad habits. The class aim is to make understanding and expression go hand in hand.

GRAMMAR: The work is analytical rather than constructive, and is designed to give good working knowledge of the English sentence. Briefly the student studies the construction, the inflection,

and the parts of speech of words in a sentence. Only the essentials are taught, and the work is almost never abstract; that is, every construction, inflection and part of speech studied is taken in relation to the sentence.

ENGLISH COMPOSITION AND RHETORIC: The purpose here is to teach the pupil to write clearly, correctly and effectively. Themes are required every week, written according to instructions gleaned from the text-book and the teacher. These themes are criticised and handed back to the pupil for correction; thus the pupil is trained to plan, write and revise. Very little formal rhetoric is given, hence most of the emphasis is upon training in composition.

LITERATURE FOR THE COMMON SCHOOLS: This consists of a careful and appreciative study of some of the classics required by the state course of study for the grades. The pupils' attention will be directed particularly to the thought presented, but will be directed also to the manner, form, and beauty of the presentation.

GENERAL ENGLISH LITERATURE: A year is spent in a very general study of the main periods of English literature, with the aid of a text-book and suitable classics illustrating the literature of each period. A careful study will be made of each of the classics selected in form, thought, and authorship as well as period.

ADVANCED ENGLISH LITERATURE: This work consists of an intensive study of certain classics chosen to illustrate the different types of literature. The different forms of poetry, the drama, the novel, and the essay will be analyzed as to their appropriateness in relation to the thought and purpose of the type. Some attention will be given to authors and periods, but this phase will be secondary. Essays based upon some literary topic of class study may be required from time to time.

History

AMERICAN HISTORY: The work aims fundamentally to give a knowledge of American institutional life. To this end the subject is studied under three main heads: (1) the growth of European ideas into local institution, (2) the growth of local institutions into the form of a nation, and (3) the development of nation-

ality. An excellent reference library is used as an aid in solving the problems arising from these movements.

ADVANCED AMERICAN HISTORY: A somewhat intensive study of colonial development in relation to English history from the reign of Queen Elizabeth. In the latter half of the work emphasis is placed on the great problems that have confronted us since the establishment of the constitution, such as the relation between state and federal governments, the functions of the judiciary, the tariff, slavery, recent industrial troubles, etc. Considerable library work will be required.

GENERAL HISTORY: This involves a brief survey of the earliest nations of antiquity; a more detailed study of Greece, Rome, and the Teutonic nations to the Renaissance; and a careful study of English history. Due consideration is given the essential facts in the rise, development, and downfall of the nations of antiquity, of Greece and Rome; the beginnings of modern European nations; and the origin of ideas which have influenced the development of American institutions. In English history special attention is given to the elements which formed the nation, the development of English institutions, and the relation of these to American institutions.

MODERN EUROPEAN HISTORY: The object is to trace the development of the great European powers, especially Italy, France and Germany, since the fifteenth century, showing the operation of the forces that resulted in national unity and the growth of democracy. A glimpse at the life and achievements of other nations gives the student a more correct conception of the place of the United States in world history.

Civics and Social Science

CIVICS: This subject is taken up as a supplement to American history. Both the national and state governments are studied. The nature of our national government and its development from colonial times are worked out. An analysis of the constitutions is made for the purpose of gaining a thorough understanding of their provisions. The town, city, county and state governments of North Dakota are considered from a local standpoint.

SOCIAL SCIENCE: The work embraces the elementary principles of economics and sociology, and advanced work in civics.

Economics treats briefly of economic history; the consumption, production, exchange and distribution of wealth; and public finance. In sociology the origin, growth, structure and activities of society under certain conditions are traced. In the advanced civics further inquiry is made into the nature and operation of the machinery of our government than is possible in the elementary civics.

Science

GEOGRAPHY: The subject is dealt with as political, physical and commercial. In the political emphasis is placed upon quickly made blackboard maps, locations of cities, states, rivers, and products for the purpose of increasing the student's general knowledge in that direction. The physical consists of a study of (1) land forms which are in great part types, accompanied by excursions in the field and a study of the topographical maps of the United States Geological Survey; and (2) weather and climate with the construction and explanation of weather maps. In the commercial geography emphasis is placed upon the products, industries, and commerce of the United States and the causal relations existing between the physical and commercial aspects of the subjects.

PHYSICS: An examination of the nature, causes, and effects of physical phenomena and a study of the application of the principles of physics in the mechanical affairs of modern life. Mechanics, heat, light, sound, magnetism, electricity, and radiant energy are studied. A limited amount of laboratory work is done.

CHEMISTRY: A study of a few of the more important elements is followed by a consideration of the principal laws of chemical change and of the latest theories of the constitution of matter. The element families according to Mendeleef's periodic arrangement are studied. In a practical way the work aims at the knowledge needed to explain soil-formation, nutrition and growth of plants and animals, respiration, action of poisons, impurities in water and foods, etc.

ZOOLOGY: The work embraces the study of animal forms from the simplest to the most complex—beginning with the protozoa and extending through the sponges, coelenterates, worms, mollusks, arthropoda, echinoderms, and chordates. Typical varieties of each branch are dissected and studied with reference to both anatomy and

function. The practical and economic phase is emphasized. The laboratory is excellently equipped with furniture, aquaria, dissecting apparatus and microscopes.

PHYSIOLOGY AND HYGIENE: The work consists of experiments, study of slides showing the structure of the principal tissues of the body, observation of the human skeleton, and a thorough study of a typical text-book. Special emphasis is placed upon the study of digestion, respiration, the skin, kidneys, muscles, and nerves as related to health.

Mathematics

ARITHMETIC: The work includes a study of the topics comprising the course for common schools together with a treatment looking to the preparation of teachers. Much material is taken from the local industries and made the basis of problem solving.

ALGEBRA: The subject is studied in the light of the recent changes made by leading educators and the subject-matter through quadratics is mastered. The thought that algebra is of value only as it can be used is kept uppermost in the teaching. This necessitates a careful study of the formulae in arithmetic, physics, etc., and their solution.

GEOMETRY: The method of study is partly inductive and largely suggestive. A modern text is followed with more emphasis upon the exercises than upon the formal proofs until late in the work. The student must see the proposition as one in a series and not as an isolated fact. The application of geometric truths to industries is emphasized.

ADVANCED ALGEBRA: This work includes a further study of the topics in elementary algebra and a mastery of those phases of the subject usually studied in college algebra. The processes will be studied for themselves with a view to preparing students for more advanced work in mathematics.

TRIGONOMETRY AND SURVEYING: The subject-matter studied is that of plane and spherical trigonometry and of surveying. Some field work will be done and problems in navigation will be included in the work.

Language

LATIN: For the first year pronunciation, quantity, grammar, vocabulary, reading and writing easy sentences, word and sentence order, translation, and reading aloud. Second year—four books of Caesar or the equivalent, grammatical study, prose, composition, sight translation, and historical setting. Third year—Cicero's orations, In Catalinam, De Imperio, and Pro Archia, and Roman life and institutions.

GERMAN: For the first year pronunciation, grammar, conversation, composition and the reading of Im Vaterland and Immensee. Second year—prose composition and the reading of Wilhelm Tell, Hermann and Dorothea, and Die Journalisten. Third year—prose composition and selected classics.

Special Subjects

These subjects are so designated because they determine the names of the different special courses. Each subject is described as required for its special course, but the description includes the work as offered in any other course. Classes that are formed in the special subjects in the general courses are combined, as far as possible, with those formed in these subjects in the special courses.

AGRICULTURE: The subject is introduced with a half-year's study of botany involving the structure and physiology of seed plants; the morphology, evolution, and classification of plants; and a brief treatment of economic botany. The work in agriculture proper includes a detailed study of the following general topics—nature and formation of soils, physical properties and classification of soils, soil moisture and tillage, soils as related to plants, leguminous plants, principles of feeding, rotation of crops, propagation of plants, pruning of plants, plant enemies, farm animals, and milk and its care. Practically all of the subject is taught through the laboratory and the school garden.

DOMESTIC SCIENCE: The work here is divided into three main phases—sewing, cooking and house-keeping. Under sewing the chief things taken up are materials, rugs, weaving, stitches, hand sewing, plain machine sewing, and pattern and garment making. Cooking covers such topics as food principles, practical cooking,

and dietetics; planning, preparing and serving meals; and sick-room cookery in connection with nursing. House-keeping includes care of a home, sanitation, laundry work, and entertaining. A special place is given to a consideration of the subject as it should be taught in the public schools.

MANUAL TRAINING: This subject covers hand-work for the grades, wood and sheet-metal work for high schools, and mechanical drawing. Special emphasis is placed upon such things as are adapted to the primary, intermediate, and grammar departments and the methods of teaching them. The wood work begins with thin construction and extends through joining, cabinet-making, turning, and methods of finishing and polishing. In the sheet-metal work such materials as tin, brass, and copper are handled. Many of the exercises consist of making useful articles for home and school room. Students may keep these articles by paying for the materials used. Manual training courses and equipment, and the history and literature of the subjects are studied. Attention is given throughout to the conditions under which the work must be handled in the public schools.

MUSIC: The major scale and its intervals are analyzed and the scale progressions are worked out. The various forms of the minor scale, as well as chromatics, in all keys are studied and practiced until easily recognized and written. Rythm in undivided, evenly divided, and unevenly divided beats is presented in order. Elementary harmony, musical form, and the history of music are studied. Students are made familiar with the lives and the works of great composers both classic and modern. A chorus including all the students of the school has practice two times a week in part singing and sight reading and is a strong factor in familiarizing the students with standard choral compositions. Special methods and devices to be used in public school work are given in all the various phases of the subject and students are given an opportunity to put them into practice before a class. As much attention is given to the development of individual voices as class instruction permits. Students who want more individual attention than the school can give and who desire private lessons in either oral or instrumental music, can easily be accommodated at moderate rates by private teachers in the community.

DRAWING: Form, direction of lines, light and shade, color, and texture of surface form the basis of the work. Elementary work in water color and India ink is given as well as regular pencil and charcoal sketching. Type forms with immediate application to common objects, landscape, local plant forms, and bulb flowers, plaster casts, and human poses furnish material for study. There is practice of blackboard drawing and in decorative design from the standpoints of both form and color. The study of the human figure advances to facial features and expression. Elementary clay-modeling is practiced and there is a study of the laws of composition as shown in the works of the great artists and the illustrations in standard magazines. There is, also, a brief outline of the history of art with illustrations from the best work of each epoch. Industrial drawing including constructive design and working plans with the use of mechanical drawing instruments is included for those who do not take the work in manual training.

EXPRESSION: The aim of this work is to develop imagination, sympathy, concentration, and continuity of thinking; to cultivate a love and appreciation of literature and to make these the vital basis of the art of reading; to present proper methods of dealing with the vocal interpretation of various forms of literature; to correct defects of articulation, enunciation and pronunciation and acquire for the student correct and cultured speech; to bring out the latent power and beauty of the voice; and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

The work consists of (a) drills in phonics, articulation, and pronunciation, and a study of the English sounds with reference to the action of the organs used in forming them, (b) tasks in interpretation, demanding and understanding of time, pitch, inflection, phrasing, clearness and directness in expression, (c) logical relation of ideas, modes of emphasis, conditions and qualities of tone; the use of the body in expression; story-telling as a preparation for public school work, dramatization of stories, and the presentation of simple plays, and (d) orations—both English and American,—extemporaneous speaking, and memory gems. Special attention will be given to the more extreme defects of speech such as lisping, mouthing and stammering.

PHYSICAL CULTURE: The purposes are: (a) to secure the highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen the co-ordinate faculties and establish the proper relation between the mental and physical powers; (b) to give the ability to recognize and correct faults of posture or growth and to prevent the abnormalities of the sitting and standing positions characteristic of the school room; (c) to qualify students to direct and conduct school gymnastics, games and athletics.

The work is based upon the Swedish Ling system. It includes (a) practical talks upon personal hygiene, (b) instruction and exercises, (c) squad and class drills, (d) rhythmic exercises and aesthetic movements, (e) corrective gymnastics, (f) the use apparatus such as the German horse, Swedish boom, ladder, stall, bars, etc., and also drill with lighter apparatus such as dumb bells, Indian clubs, wands and balls; and (g) formal games which afford relaxation and at the same time develop alertness, spontaneity, and a spirit of comradeship. Basketball, tennis and hockey are played in their seasons.

Enrollment of Students

Academic Year

Seniors

NAME	POSTOFFICE	COUNTY
Arnold, Perry C.	Independence, La.	Tangipahoa Parish
Atkins, Geo. F. B.	Arvilla	Grand Forks
Bennett, Lucile	Inkster	Grand Forks
Bryson, Elizabeth	Good Thunder, Minn.	Blue Earth
Byers, Goldie	Hannah	Cavalier
Coykendall, Beatrice Pearl	Devils Lake	Ramsey
Erickson, Clara H.	Buxton	Trail
Evanson, Karine	Northwood	Grand Forks
Gage, Susie E.	Page	Cass
Gilhooly, Myrle L.	Inkster	Grand Forks
Gorman, Elzora	Cando	Towner
Gummer, Theresa	Mayville	Trail
Hanson, Clarence R.	Northwood, Iowa	Worth
Hilleboe, Stella	Buxton	Trail
Juergens, Rosalia	Devils Lake	Ramsey
Kjelsberg, Margot S.	Mayville	Trail
Koto, Amanda	Northwood	Grand Forks
Leum, Clara Louise	Mayville	Trail
Lucken, J. Bertha	Mayville	Trail
McConnell, Helen C.	Churchs Ferry	Ramsey
Mellum, Carolyn	Petersburg	Nelson
Morstad, Emil	Mayville	Trail
Morrison, Rose	Niagara	Grand Forks
Nelson, Emma O.	Hatton	Trail
Peterson, Tillie	Leeds	Benson
Porter, Lottie	Crystal	Pembina
Rude, Harris C.	Towner	McHenry
Sayer, Ella	Hunter	Cass
Shepard, Emma	Faribault, Minn.	Rice
Sondreal, Pearl	Hatton	Steele
Strand, Anton G.	Towner	McHenry
Tandberg, Ida	Thief River Falls, Minn.,	Red Lake
Thronsdon, Andrew	Baldwin, Wis.	St. Croix
Thorstad, Inga	Cummings	Trail
Tibbitts, Hazel	Michigan	Nelson
Wightman, Harry E.	Galesburg	Trail
Ylvisaker, Herman	Mayville	Trail

Juniors

NAME	POSTOFFICE	COUNTY
Borgeson, Bedah	Park River	Walsh
Bylin, Mabel Christine	Norton	Walsh

NAME	POSTOFFICE	COUNTY
Dolve, Clara	Portland	Trail
Fowler, Clara Louise	Michigan	Nelson
Goughnour, Hilda	Portland	Trail
Grinde, Josie	Portland	Trail
Gummer, Jennie	Mayville	Trail
Hagelie, Cora Maria	Buxton	Trail
Haug, Josephine	Buxton	Trail
Haug, Lena	Buxton	Trail
Holbrook, Bessie	Steele	Kidder
Kleveland, Henry E.	Mayville	Trail
Koppang, Selma	Portland	Trail
Knutson, Josie C.	Buxton	Trail
Laird, Minnie A.	Perth	Towner
Lommen, Josephine Alice	Buxton	Trail
McIver, H. J.	Farwell, Minn.	Pope
McIver, Pearl	Farwell, Minn.	Pope
Mahoney, Frances J.	Tolna	Nelson
Mellum, Ingwald	Petersburg	Nelson
Myer, Bertha	Lakota	Nelson
Nelson, Gottfred	Hatton	Trail
Niemeier, Blanche H.	Mayville	Trail
Rover, Emma B.	Grandin	Cass
Weeden, Adelbert C.	Hansboro	Towner
Weeden, Myrtle	Hansboro	Towner

Sophomores

NAME	POSTOFFICE	COUNTY
Aarhus, Inger	Mayville	Trail
Almen, Hannah	Grafton	Walsh
Amb, Martha	Portland	Trail
Boe, Pauline A.	Thief River Falls, Minn.	Red Lake
Christensen, Magdalene A.	Caledonia	Trail
Duncan, Charlotte J.	Sharon	Steele
Eikenberry, Alta	Greene, Iowa	Butler
Fedje, Arthur	Hoople	Walsh
Frederickson, A. Rickard	Hoople	Walsh
Goughnour, Selma Louise	Portland	Trail
Gullickson, Gardia	Portland	Trail
Gullickson, Martha C.	Portland	Trail
Hanson, Selma C.	Mapes	Nelson
Hauge, Edwin	Mayville	Trail
Holland, Mary	Mayville	Trail
Hughes, Chas. G.	Halstad, Minn.	Norman
Ingvaldson, Theodosa Ida	Buxton	Trail
Koppang, Minnie	Portland	Trail
Knudson, Manda B.	Clifford	Trail
Kyllo, Tylda	McCanna	Grand Forks
Laird, Viola E.	Perth	Towner
Lane, Mae	Crystal	Pembina
Langager, Ida	Mayville	Trail
Leum, Dagney S.	Mayville	Trail
Leum, Dora O.	Mayville	Trail
McLachlan, Edna	Braddock	Emmons

NAME	POSTOFFICE	COUNTY
McNair, H. Warner	Mayville	Traill
Mathiason, Mamie	Mayville	Traill
Mathieu, Olive E.	Bantry	McHenry
Melhus, Clara O.	Mayville	Traill
Moen, Olga	Galesburg	Traill
Oakland, Julia I.	Aneta	Nelson
Orwick, Albert	Michigan	Nelson
Rendedal, Marie	Mayville	Traill
Schlosser, Glen	Mayville	Traill
Sondreal, Emma	Hatton	Steele
Tideman, Ida	Kindred	Cass
Ulland, Andrea	Mayville	Traill
Wangsness, Gina	Finley	Steele

First Year Class

NAME	POSTOFFICE	COUNTY
Aarhus, Karen	Mayville	Traill
Anderson, Alma	Bisbee	Towner
Anderson, Carl	Mayville	Traill
Anderson, Ida	Mayville	Traill
Anderson, Jennie E.	Hamar	Eddy
Anderson, Julian	Sharon	Steele
Bakke, Leona	Thompson	Grand Forks
Bakke, Mabel	Thompson	Grand Forks
Berg, Olga	Buxton	Traill
Bergene, Clara	Portland	Traill
Birnell, Maud A.	Glenburn	Renville
Biss, Nellie E.	Petersburg	Nelson
Bowman, E. Selma	Perth	Towner
Breiland, Olena	Buxton	Traill
Brende, Ida	Grafton	Walsh
Broton, Mary	Petersburg	Nelson
Brown, Julia	Concrete	Pembina
Bye, Mathilda	Sharon	Steele
Christofferson, Olive	Crary	Ramsey
Dahl, Emma	McVile	Nelson
Dahlquist, Alvin	Portland	Traill
Dahlquist, Ebba C.	Portland	Traill
Eichorst, Emma	Thompson	Grand Forks
Elton, Julius	Walcott	Richland
Ericson, Grace C.	Garrison	McLean
Erickson, Hazel	Hatton	Traill
Erickson, Konrad	Mountain	Pembina
Erickson, Walter	Elkwood	Cavalier
Erstad, M. Olga	Hatton	Steele
Field, Albert	Aneta	Nelson
Field, Olga	Aneta	Nelson
Foss, Tilda	Hoopole	Walsh
Gjernes, Anna O.	Garnes, Minn.	Red Lake
Hanson, Alma	Aneta	Nelson
Hanson, Esther	Gardar	Pembina
Harris, Lillie Belle	Glenburn	Renville
Hartman, Lucy	Mayville	Traill

NAME	POSTOFFICE	COUNTY
Haugan, Magnhild	Landa	Bottineau
Haugen, Guanilda	Honeyford	Grand Forks
Henderson, Mildred A.	Galesburg	Steele
Hollen, Bertina	Galesburg	Traill
Huss, Mabel	Mooreton	Richland
Iverson, Emma	Homen	Cavalier
Jenson, Alfred	Aneta	Nelson
Johnson, Clara G.	Hatton	Traill
Johnson, Clara M.	Buxton	Traill
Johnson, Josie	Northwood	Grand Forks
Juell, Carl	Mayville	Traill
Kenney, Vernon M.	Mayville	Traill
Keogh, Grace L.	Webster	Ramsey
Kjus, Clara	Mayville	Traill
Knudson, Thea	Portland	Traill
Kringen, Fryda	Mayville	Traill
Larson, Hilma	Bottineau	Bottineau
Lindaas, Eddia A.	Mayville	Traill
Lindaas, Ernest	Mayville	Traill
Lloyd, Edna	Heaton	Wells
Lovell, Flossie	Mayville	Traill
Lunde, Bergine T.	Union	Cavalier
Lura, Oscar	Mayville	Traill
Luther, Myrtle	Ross	Mountrail
McNally, Margaret	McCanna	Grand Forks
McNair, Frances S. F.	Mayville	Traill
McNair, Ruth	Mayville	Traill
Marsh, Elsie	Hankinson	Richland
Marvin, Fred	Hankinson	Richland
Miller, Hilda	Barton	Pierce
Moen, Oscar	Mayville	Traill
Morstad, Clara	Mayville	Traill
Monson, Morton	Mayville	Traill
Mykland, Anna	Galesburg	Traill
Nelson, Olivia	Hatton	Traill
Nettum, Olga E.	Buxton	Traill
O'Brien, Ernest J.	Pekin	Nelson
Olsen, Bertha G.	Devils Lake	Ramsey
Olson, Amanda	Homen	Cavalier
Olson, Hattie	Buxton	Traill
Omdahl, Mary	Galesburg	Traill
Owen, Roselie Ida	Hatton	Traill
Oxton, Effie Grace	Finley	Steele
Peterson, Charlotte	Clifford	Traill
Pladsen, Helga	Mayville	Traill
Preeshl, Marie	Glenwood, Wis.	St. Croix
Purcell, Elizabeth	McCanna	Grand Forks
Quanbeck, Hilda	Aneta	Nelson
Rice, Alpha	Mayville	Traill
Ringsrud, Gustav	Mayville	Traill
Sagen, Mabel	Lawton	Ramsey
Sauer, Regina	Buxton	Traill
Shillinger, Ruth	Russell	Bottineau
Schlosser, Gladys M.	Mayville	Traill
Sheehan, Tessie	McCanna	Grand Forks

NAME	POSTOFFICE	COUNTY
Shively, Nora	Pleasant Lake	Benson
Simonson, Andrew	Aneta	Nelson
Stensland, Carl	Adams	Walsh
Stensland, Oscar	Adams	Walsh
Stensland, Selma	Adams	Walsh
Stewart, F. Lloyd	Mayville	Traill
Stomner, Orville	Kilbourn, Wis.	Columbia
Stromdahl, Rhoda	Lakota	Nelson
Sumner, Alice	Cannon Falls, Minn.	Goodhue
Torgerson, Alice H.	Homen	Cavalier
Torgerson, Julia	Homen	Cavalier
Tufte, Henry	Northwood	Grand Forks
Vig, Edward	Sharon	Steele
Vig, Otis O.	Sharon	Steele
Vigness, Dora M.	Grafton	Walsh

Special Students

NAME	POSTOFFICE	COUNTY
Anderson, Evelyn	Hatton	Traill
Arnestad, Caleb	Mayville	Traill
Elken, Marguerite	Mayville	Traill
Enge, R. S.	Mayville	Traill
Fladeland, Robert	Portland	Traill
Kern, Lillian	Portland	Traill
Mosier, Bessie	McVile	Nelson
Weltzin, Clarence	Mayville	Traill

Summer School 1910

NAME	POSTOFFICE	COUNTY
Aasen, Emma M.	Clifford	Traill
Adams, Clara	Oakes	Dickey
Adams, Elizabeth	Oakes	Dickey
Alme, Carrie	Petersburg	Nelson
Almen, Hannah M.	Grafton	Walsh
Amb, Martha	Portland	Traill
Amb, Sophia	Portland	Traill
Anderson, Ellen	Cummings	Traill
Araas, Emma	Park River	Walsh
Atkins, George F. B.	Arvilla	Grand Forks
Bailey, Maude	Plentywood, Mont.	Valley
Bakken, Anna S.	Hatton	Traill
Bakken, Ellen	Hatton	Traill
Bakken, Helga E.	Hatton	Traill
Berg, A. Clara	Hatton	Steele
Berg, Clifford	Hatton	Steele
Berg, C. Minnie	Hatton	Steele
Bingham, Grace	Caledonia	Traill
Biss, Nellie E.	Petersburg	Nelson
Boe, Randa	Clifford	Traill
Bothun, Ida	Portland	Traill
Braaten, Carrie	Thompson	Grand Forks

NAME	POSTOFFICE	COUNTY
Brennan, Lena A. -----	Surrey -----	Ward
Broton, Bertina -----	Petersburg -----	Nelson
Cassidy, Ella -----	Michigan -----	Nelson
Cassidy, Vernie -----	Lakota -----	Nelson
Chamley, Mamie I. -----	Linton -----	Emmons
Christensen, Magdalene A. -----	Caledonia -----	Traill
Coltom, Josie -----	Sharon -----	Steele
Coltom, Olive A. -----	Sharon -----	Steele
Dutcher, Aura M. -----	Hillsboro -----	Traill
Elken, Clara S. -----	Mayville -----	Traill
Ellingrud, Bertha -----	Hillsboro -----	Traill
Elliott, Mrs. Catheryn -----	Arthur -----	Cass
Elliott, Glo C. -----	Hillsboro -----	Traill
Ensrud, Bella -----	Pekin -----	Nelson
Erickson, Alfred -----	Hoople -----	Walsh
Erickson, Nettie O. -----	Mayville -----	Traill
Ewen, Leila Clark -----	Mayville -----	Traill
Fagstad, Dagney -----	Niagara -----	Grand Forks
Fisher, Myrta -----	Doran, Minn. -----	Wilkin
Flaa, Bordelie -----	Christine -----	Richland
Fladeland, Amy Fay -----	Devils Lake -----	Ramsey
Foss, Minnie -----	Bottineau -----	Bottineau
Frederickson, Rickard A. -----	Hoople -----	Walsh
Gordon, Clara -----	Hillsboro -----	Traill
Green, Mrs. Kate E. -----	Galesburg -----	Traill
Grinde, Bergitte -----	Portland -----	Traill
Gullickson, Gardia S. -----	Portland -----	Traill
Gullickson, Martha C. -----	Portland -----	Traill
Gummer, Jennie C. -----	Mayville -----	Traill
Hanson, Clarence R. -----	Northwood, Iowa -----	Worth
Hansen, Olga -----	Spring Valley, Wis. -----	Pierce
Harmon, Sena A. -----	Hatton -----	Traill
Hauge, Edwin -----	Mayville -----	Traill
Healey, Bernice -----	Fordville -----	Walsh
Henderson, Lena J. -----	Clifford -----	Steele
Hepburn, Margaret -----	Blanchard -----	Traill
Heskin, Julia -----	Portland -----	Traill
Heskin, Sarah -----	Portland -----	Traill
Hilde, Tillie -----	Fort Ransom -----	Ransom
Hippe, Sigrid -----	Starbuck, Minn. -----	Pope
Hutchinson, Barbara -----	Hillsboro -----	Traill
Hylden, Anna -----	Park River -----	Walsh
Johnson, Clara M. -----	Buxton -----	Traill
Johnson, Etta A. -----	Hillsboro -----	Traill
Johnson, Hannah -----	Hillsboro -----	Traill
Johnson, Jennie -----	Caledonia -----	Traill
Johnson, Lillian -----	Portland -----	Traill
Johnson, Nettie -----	Hatton -----	Traill
Johnson, Sophia -----	Cummings -----	Traill
Johnson, Vesta -----	Mayville -----	Traill
Kent, Anna P. -----	Hatton -----	Traill
Kjorven, Lizzie -----	Northwood -----	Grand Forks
Kleveland, Lettie -----	Mayville -----	Traill
Knudson, Alma C. -----	Portland -----	Traill
Koppang, Minnie -----	Portland -----	Traill

NAME	POSTOFFICE	COUNTY
Koppang, Selma	Portland	Traill
Krogh, Lydia	Portland	Traill
Lacina, Eleanor	Lankin	Walsh
Lane, Clara A.	Albert Lea, Minn.	Freeborn
Lien, Esther	Portland	Traill
Lisle, Crystal A.	Niagara	Grand Forks
Livingston, Margaret	Hope	Steele
Lommen, Josephine Alice	Buxton	Traill
Lovell, Flossie	Mayville	Traill
Lucken, Thea Bertha	Portland	Traill
Lundeen, Axel W.	Adams	Walsh
Lura, Effa A.	Mayville	Traill
Lura, Emma R.	Mayville	Traill
Luther, Myrtle Etta	Ross	Mountrail
McCradie, Anna	Hendrum, Minn.	Norman
McDonald, Minnie	McVile	Nelson
McFadden, Lillian	Lakota	Nelson
MacLean, Etta Amelia	Drayton	Pembina
Malarkey, Grace B.	Englevale	Ransom
Mathiason, Mamie	Mayville	Traill
Mattsen, Tena K.	Ray	Williams
Maxfield, Daisy	Michigan	Nelson
Maxfield, Grace	Michigan	Nelson
Mellum, Carolyn	Petersburg	Nelson
Moe, Marie	Hillsboro	Traill
Moen, Matilda	Cummings	Traill
Morrison, Nellie	Niagara	Grand Forks
Morstad, Emil	Mayville	Traill
Mykland, Anna	Galesburg	Traill
Nelson, David T.	Mayville	Traill
Nelson, Effie	Clifford	Traill
Nelson, Emma O.	Hatton	Traill
O'Brien, Josephine	Pekin	Nelson
Oftedal, Laura	Minneapolis, Minn.	Hennepin
Olsen, Bertha	Devils Lake	Ramsey
Olson Carl	Sharon	Steele
Olson, Cora O.	Blanchard	Traill
Olson, Solvig	Mayville	Traill
Omdahl, Esther Nora	Galesburg	Steele
Patten, Bessie S.	Caledonia	Traill
Porter, Alma Esther	Mayville	Traill
Porter, Lois Rachael	Mayville	Traill
Rapp, Jennie	Oakes	Dickey
Rapp, Mabel	Oakes	Dickey
Rendedal, Marie	Mayville	Traill
Reyerson, Joyce	Mayville	Traill
Rognlie, Lillie M.	Caledonia	Traill
Rolsvig, Gertrude	Caledonia	Traill
Rud, Julia	Portland	Traill
Rygg, Mabel	Clifford	Traill
Sandvig, Cornelia	Grafton	Walsh
Saylor, Mrs. Nellie	Cogswell	Sargent
Schlosser, Gladys	Mayville	Traill
Siegel, Eva Chestine	Edmore	Ramsey
Siegel, Inez L.	Edmore	Ramsey

NAME	POSTOFFICE	COUNTY
Silverthorn, Hattie	Cayuga	Sargent
Simonson, Marie	Aneta	Nelson
Severson, Gena	Portland	Traill
Sondreal, Helen	Hatton	Traill
Stark, Ella B.	Hope	Steele
Stewart, Bertha May	Minot	Ward
Stewart, Earl	Mayville	Traill
Stewart, Lloyd	Mayville	Traill
Sundahl, Inga B.	Niagara	Grand Forks
Sundre, Haldis	Kloten	Nelson
Swendseid, Ruth	Petersburg	Nelson
Tennison, Emma	Mayville	Traill
Tennison, Mabel	Mayville	Traill
Thronson, Andrew	Baldwin, Wis.	St. Croix
Tideman, Ida	Kindred	Cass
Tollefson, Marie I.	Finley	Steele
Turmo, Aase Elizabeth	Hillsboro	Traill
Vennes, Jennie A.	Caledonia	Traill
Vigen, Clara	Halstad, Minn.	Norman
Wambheim, Guri	Hatton	Traill
Wambheim, Mary	Hatton	Traill
Wambheim, Laas	Park River	Walsh
Westberg, Manne	Adams	Walsh
Wheeler, Emma Mildred	Edmore	Ramsey
Wightman, Harry E.	Galesburg	Traill
Windloss, Elvina	Sharon	Steele
Winness, Laura Marie	Portland	Steele
Winter, Lucy	Caledonia	Traill
Ydstie, Anna	Hillsboro	Traill
Ylvisaker, Herman	Mayville	Traill
Ylvisaker, Dagny	Mayville	Traill
Ylvisaker, Sigfrid	Mayville	Traill

Summary of Enrollment

Seniors	37
Juniors	26
Sophomores	39
First Year Class	107
Special Students	8
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Total for Academic Year	217
Summer School Students (1910)	164
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Total	381
Students counted twice	29
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Total for entire year	352

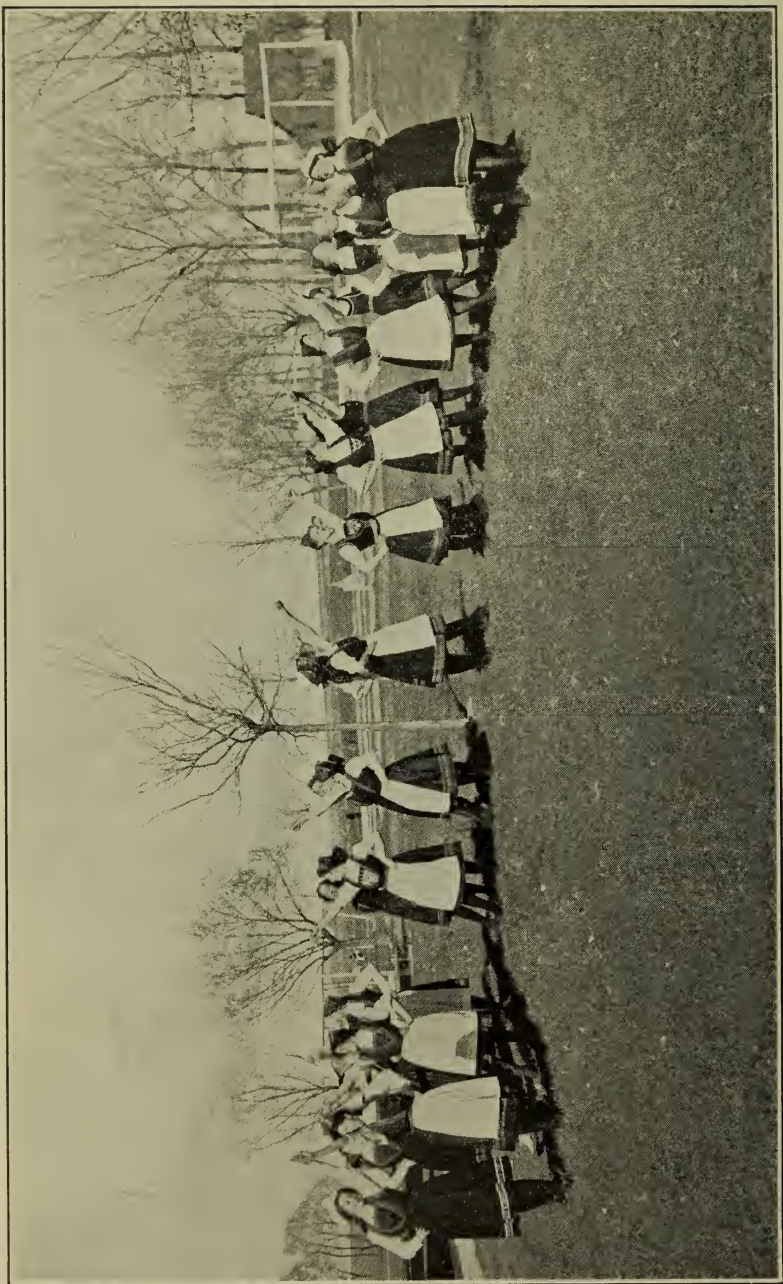
NOTE.—Pupils in the Mayville public schools, the practice department, are not included.

Enrollment by Counties

Benson -----	2	Pembina -----	6
Bottineau -----	4	Ramsey -----	12
Cass -----	5	Ransom -----	2
Cavalier -----	7	Renville -----	2
Dickey -----	4	Richland -----	5
Eddy -----	1	Sargent -----	2
Emmons -----	2	Steele -----	24
Grand Forks -----	22	Towner -----	7
Kidder -----	1	Trail -----	157
McHenry -----	3	Walsh -----	20
McLean -----	1	Ward -----	2
Mountrail -----	1	Wells -----	1
Nelson -----	34	Williams -----	1
Pierce -----	1		

Enrollment from Other States

Iowa -----	2
Louisiana -----	1
Minnesota -----	15
Montana -----	1
Wisconsin -----	4



FOLK DANCE—PHYSICAL CULTURE

Alumni

First Graduating Class (15), 1895.

Boyum, E. E.	Jennings, La.
Brumwell, Milton	Hatton
Butler, W. H.	Cooperstown
Courtney, W. J.	Page
Dallas, Davis (deceased)	
Frazier, L.	Hoople
Morrish, W. J.	Page
Putnam, Grace B.	New Rockford
Saunders, Ida B. (Mrs. Allen)	Missoula, Mont.
Sinclair, J. H.	Kenmare
Smith, R. L.	Grand Forks
Sonderall, J. B.	Hettinger
Springen, Sophia H.	Mayville
Warren, E. G.	Minot
Williams, Louis	Davenport, Iowa

Second Graduating Class (13), 1896.

Belanger, Katrine (Mrs. N. C. Macdonald)	Valley City
Boyum, George	Jennings, La.
Brown, W. G.	Fargo
Kaldor, Theo.	Hillsboro
Koppang, Sophia	Portland
Larson, Louise (Mrs. Anderson)	Markham, Texas
Moen, Ida, (Mrs. G. H. Moen)	Portland
Mooers, W. G.	Devils Lake
Macdonald, N. C.	Mandan
Patterson, Henry (deceased)	
Sutherland, T. S. (deceased)	
Thams, Frederica (Mrs. W. G. Brown)	Fargo
Wambheim, Mary	Hatton

Third Graduating Class (7), 1897.

Carlile, A. M.	Tyvan, Sask.
Hasselquist, Thos A.	Fargo
Josh, Minnie S. (Mrs. E. O. Keene)	Sherwood
Keene, Edward O.	Sherwood
Sinclair, Edith R.	Cooperstown
Thornton, Edgar (deceased)	
Walton, Libbie C. (Mrs. W. G. Mooers)	Devils Lake

Fourth Graduating Class (3) 1898.

Fecher, Gilbert O.	Hatton
Lucken, Emma (Mrs. Hendrickson)	Enderby, British Columbia
Walblom, Anna A.	Fergus Falls, Minn.

Fifth Graduating Class (13) 1899

Anderson, Sophia (Mrs. Graham)	Milwaukee, Wis.
Blackorby, Chas. E.	Hansboro
Bolstad, Andrew L.	Cunningham, Wash.
Carhart, Edith Beebe	Granger, Wash.
Colvin, Robert	Rock Lake
Hilier, Geo. H.	White Earth
Halland, Hannah Alice	Fargo
Johnson, Kittie May	Aberdeen, So. Dak.
Long, Adeline S. (Mrs. Curry)	Finley
Moskau, Gilbert	Grand Forks
Porter, W. H.	Calvin
Rosholt, Ruth	Minneapolis, Minn.
Sletto, Anna	Cando

Sixth Graduating Class (20), 1900.

Burdick, Usher L.	Williston
Berrington, Blanche Frances (Mrs. A. G. Muller)	Portland
Casidy, James H.	Leeds
Cooper, Margaret (Mrs. Carlile)	Tyvan, Sask.
Cruden, Nellie (Mrs. Reed)	Dickinson
Deitz, Helen M. (Mrs. W. F. Frasier)	Hood River, Ore.
Hibbard, Mabel E.	
Keene, Rena E. (Mrs. McLaughlin)	Hope
McCarten, Margaret	Fargo
McCarten, Tene	Fargo
McCarten, Cinda	Fargo
Morrish, Ada Maude	Jamestown
Miller, Albert G.	Fargo
Nestos, R. A.	Minot
Robertson, Emma (Mrs. U. L. Burdick)	Williston
Sinclair, Sadie. (Mrs. A. Anderson)	Spokane, Wash.
Skrivseth, Bendick O.	Lakota
Watkins, Augusta A. (Mrs. Tyler)	Denver, Colo.
Wilkins, Coral (Mrs. Edwards)	Fargo
Wold, Inga (Mrs. Poulson)	Valley City

Seventh Graduating Class (15), 1901

Adams, Eva M. (Mrs. Swartwood)	
Anderson, Annie Frances	McHenry
Dolve, Nels O.	Velva
Erickson, Mathias B.	Fargo
Halldorson, Halldor	St. John
Hendrickson, Lillie	Portland, Ore.
Hiller, Will A. (deceased)	
Jones, Charlotte	St. Thomas
Kaldor, Ole O.	River View, Sask., Canada
King, Sylvia L.	Fargo
Lynn, Blanche (Mrs. Whittemore)	White Earth
Morrill, Jesse	Bozeman, Mont.
McCarten, Emmett	Minneapolis, Minn.
Vinje, Elvin	Chicago, Ill.
Willis, Bessie, (Mrs. Ackerman)	Manila, Wash.

Eighth Graduating Class (22), 1902.

Aspinwall, Mabel	Seattle, Wash.
Burd, Daisy (Mrs. Parsons)	Bismarck
Carhart Margaret (Mrs. Gene Larin)	Mayville
Clunis, Viola	Devils Lake
Crothers A. R. E.	Spokane, Wash.
Deitz, Effie	Springbrook
DeNoyer, John	Graham's Island
Erickson, Edward	Grafton
Ferguson, Lela E. (Mrs. Anderson)	Fargo
Fingarson, Mathilda (Mrs. B. E. Baldwin)	Devils Lake
Hocking, William	Devils Lake
Koppang, Olga (Mrs. J. E. Johnson)	Portland
Kuhn, Elizabeth	Rugby
Morrish, Carrie	Minot
Parsons, W. Earl	Bismarck
Peterson, Eli E.	Leeds
Poulsen, Eleanor (Mrs. E. O. Best)	Chicago, Ill.
Roberts, Ruth (Mrs. L. M. Perkins)	St. Paul, Minn.
Shear, Maude B. (Mrs. Earl Finkle)	Bismarck
Sando, Anna	Beresford, S. D.
Skaperud, Andrine L. (Mrs. B. Grinley)	Portland
Voge, Ole O.	Hoopla

Ninth Graduating Class (21), 1903.

Anderson, Josephyne	Neché
Anderson, Rena	Thompson
Champine, Inez E. (Mrs. Anderson)	Fargo
Chantland, Ellen J. (Mrs. Chas. Eastgate)	Larimore
Dawson, Jessie	Seattle, Wash.
Forre, Anne E.	Mayville
Jobe, Elizabeth (Mrs. Porter) (deceased)	
Koerner, Lottie F. (Mrs. Lincoln Sennet)	Cando
Lerom, Bertha	Buxton
Lerom Hattie	LaMoure
Lerom, Marie	Buxton
Lynner, Hilda	Elsworth
Mitchell, Jessie (Mrs. Marsden)	Grand Forks
Palmer, Bertha R.	Rugby
Raaen, Aagot	Fargo
Sando, Olga M. (Mrs. Hjelmervick)	Osseo, Wis.
Shortridge, Lila V.	Park River
Sorenson, Mamie	Cando
Thompson, Tilda	Thompson
Vannier, E. Laurena	Devils Lake
Wilbur, Ruth A.	Cartwright

Tenth Graduating Class (26), 1904.

Abel, Melvina G.	Medford
Burbidge, Anna J.	Grano
Chase, Mary B.	Reynolds
Charlton, Ethel G.	Skyberg, Minn.
Cliffgard, Theo. J.	Grafton

Crafer, Thomas	Madison, Wis.
Denning, Lillie M.	Lidgerwood
Erickson, Oscar	Hatton
Fiske, Etta G.	Amenia
Fraser, Anna M.	
Hazzard, Olive E. (Mrs. Hood)	Battleford, Canada
Haywood, Margaret (Mrs. Van Fleet)	Larimore
Hegland, Clara	Pembina
Hill, Minnie	Aneta
Keeping, Kimball	Montreal, Province Quebec
Lucken, Lillie M.	Devils Lake
McElfresh, Elinor R. (Mrs. A. M. Thompson)	Minot
McLean, Anna (Mrs. F. C. Rother)	Perth
McLeod, John	
McMordie, Margaret (Mrs. W. E. Inglehart)	Poplar, Mont.
Morrish, Minnie Violet (Mrs. M. N. Mallory)	Hope
Nelson, Anna S.	
Scott, Mrs. Georgia	
Shortley, Ethel A. (Mrs. A. D. Frazier)	Schafer
Smith, Robert E.	Hankinson
Wold, Jennie (Mrs. C. J. Rusness)	Fargo

Eleventh Graduating Class (33), 1905

Anderson, Alma B.	Northwood
Anderson, Hilda (Mrs. H. B. Springen)	Northwood
Anderson, Loretta C.	Rolla
Barnfather, Cora (Mrs. W. H. Meglasson)	St. Ignatius, Mont.
Carter, Nina B.	Hankinson
Cowden, Marie V. (Mrs. C. Sweasy) (deceased)	
Eaman, Effie P. (Mrs. G. A. Song)	Billings, Mont.
Erickson, Clara (Mrs. O. Morstad)	Mayville
Helgeson, Mathilda (Mrs. Gunder Springen)	Mayville
Hepburn, Margaret	Kelso
Hunsley, Edythe A.	Williston
Kirkeberg, Ingrid C. (Mrs. Paul Crum)	Esmond
Kramer, Ethel O. (Mrs. E. B. Mertz)	Stanley
Levin, Aaron	Grand Forks
Lucken, Etha L.	Seattle, Wash.
MacLean, Etta A.	Drayton
Miller, Edith B. (Mrs. L. E. Devan)	Linton
Murphy, R. B.	Tower City
Olson, Clara J.	Bottineau
Olson, Cora A.	Hankinson
Palmer, Jeanne	Hankinson
Plummer, Ida M.	St. John
Plummer, Maud (Mrs. Hatcher)	Grand Forks
Ronning, Hulda M.	Columbus
Thacker, Nellie G.	Grand Forks
Thompson, Charlotte	Chicago, Ill.
Trageton, O. O.	Grand Forks
Tvenge, William P.	University
Vannier, Lucy B. (Mrs. F. Traynor)	Devils Lake
Waiste, Lucy B.	Minneapolis, Minn.
Wallace, Irene	Hankinson
Weltzin, Marie A.	Mayville
Wilkins, Stella F. (Mrs. Christianson)	Oakes

Twelfth Graduating Class (54), 1906.

Amb, Julia	Portland
Ames, Cora	Eveleth, Minn.
Ball, Violet (deceased)	
Baldwin, Lulu	St. Thomas
Burdick, Maude	Cle Elum, Wash.
Burley, Beatrice	Williston
Carhart, Ruth M.	Indianapolis, Ind.
Carlson, Anna	Lynchburg
Childs, Ruth E.	North Yakima, Wash.
Craig, Carrie	
Curran, Francis J.	Grand Forks
Dahl, Nora	Hillsboro
Dean, Cora	Walhalla
Dudley, Belle	Grand Forks
Duell, Pearl	Park River
Gehrke, Minnie	Grand Forks
Gilroy, Frances (Mrs. O. D. Cannon)	Cambridge, Mass.
Haberlin, Wm. J.	Courtney
Hagen, Mrs. Belle (Mrs. Dana Winsloe)	Tolna
Holbrooke, Bessie	Ponce, Porto Rico
Hocking, Thos.	Absaraka
Iverson, P. J.	Michigan
Johnson, Helga	Bellingham, Wash.
Ketchum, Emma (Mrs. Roth)	Casselton
Kenny, J. J.	
Longfellow, Edith V.	Hannah
Lund, Pauline	Roger
McBride, Jean	Grafton
McVey, Jesse (Mrs. Edward Erickson)	Grafton
Melhus, Nettie (Mrs. A. Ellingrud)	Hillsboro
Mitchell, Maria	Wahpeton
Morsen, Alma (Mrs. T. A. Thompson)	Page
Nelson, Christine	Hatton
Nelson, Theresa	Chicago, Ill.
Newton, Geo.	Sherbrooke
Norton, Mary E.	Devils Lake
Noben, Lillian	Everett, Wash.
Oftedal, Axel	University
Oftedal, Tryvge	York
Olson, Inga	Fargo
Osmon, A. H.	Garrison
Picard, Thea	Rugby
Rapp Mabel	Clifford
Rachac, Mary	Conrad, Mont.
Rinde, Rosabella	Park River
Schuler, Mabel	Wahpeton
Seeley, Bessie	Hillsboro
Shaw, Leta	Hettinger
Skarperud, Mary	Mayville
Sullings, Maude	Cle Elum, Wash.
Taylor, Esther Louise	Mayville
Thexton, Mabel	St. Thomas
Wambheim, Guri	Hillsboro
Wernett, Anna	Leeds

Thirteenth Graduating Class (48), 1907.

Anderson, Minnie	Oberon
Anderson, Cora	Hatton
Bell, Jeanette	Grandin
Caple, Grace	Lewiston, Idaho
Carhart, Agnes	Indianapolis, Ind.
Cornell, H. T.	
Davidson, Ida (Mrs. Belanger)	York
DeLong, Leslie	Fairmount
Fladeland, May	Rock Lake
Fait, Walter	Taylor
Glerum, Anna	Tower City
Gilbertson, Laura (Mrs. W. K. Taylor)	Rugby
Greenwood, Nora (Mrs. Lyman Clayton)	Leola, S. D.
Grinde, Anna (Mrs. A. N. Skogerboe)	Greenbush, Minn.
Hankins, Samuel T.	Oberon
Hanson, Henry	Linton
Hocking, Harry	Chicago, Ill.
Jones, Elsa	Hankinson
Jones, Mattie (Mrs. L. Martineau)	St. John
Johnson, Catherine	Aneta
Kennedy, Gertrude	Maza
Kelly, Mary	Fargo
Kruse, Anna	Oberon
Lynch, Anna (Mrs. Joseph Tarr)	Lidgerwood
McCulloch, Jeanette Florence	Cooperstown
Matthews, Jeanette	Galesburg
Morrish, Lottie	Page
Mitchell, Inez	Hunter
Nelson, Lulu	Esmond
Nelson, Selma	Drayton
Nash, Mildred E.	Reeder
Olson, Hilda	Bismarck
Olson, Julia	Bottineau
Olson, Ragnhild	Portland
Olson, Alida	Osnabrock
Olson, Solvig	Northwood
Peterson, Nora	Cooperstown
Quanbeck, Carl	Fargo
Reep, Lewis	Cottonwood Lake
Ringen, Selma	Grandin
Robinson, Wm.	Farland
Scollard, Mae	Sheyenne
Sondreal, Helen	Hatton
Torrance, Sadie	Churchs Ferry
Turner, Effie	Webster
Vinje, Arne	
Walster, Vieve	Dickinson
Young, Minnie	Webster

Fourteenth Graduating Class (51), 1908.

Adams, Susie	Arthur
Ames, Lillian Regina	Mayville
Anderson, Josie	Northkood

Anderson, Ruth Evelyn	York
Asal, Minnie	Kindred
Bjelde, Josie	New Rockford
Borderud, Ida	Carrington
Brandenburg, Cora	Cando
Bratlee, Grace Elvina	Starkweather
Bruyere, Florence	Inkster
Calley, Maria	Mayville
Dada, Maude Harriet	Crystal
Drager, Etta (Mrs. Etta Poier)	Osnabrock
Eastgate, Emma	Hillsboro
Engelhorn, Adeline	Churchs Ferry
Funderhide, Florence (Mrs. Jestrab)	Harris, Mo.
Funderhide, Grace	Gildford, Mont.
Gummer, Frank Arthur	Coulee
Hankins, Fred H.	Wahpeton
Herbrandson, Clara	Hebron
Himes, Myrtle Branch	Bisbee
Holland, Amanda	Steele
Jones, Grace M.	Cando
Kelly, Kathleen	Fargo
Kochendorfer, Rose R.	Cavalier
Lura, Effa A.	Mayville
Lura, Emma R.	Mayville
Martin, Bertha S.	Edinburg
Molden, Anna C.	Bisbee
Moylan, Mary Gertrude	Egeland
Muller, A. G.	Portland
Nelson, Elmer	University
Nestoss, Anna	Buxton
Robinson, Eva E. (Mrs. Clyde Tracy)	New Folen, Minn.
Robinson, Oliver J.	Westhope
Rose, Phebe (Mrs. A. J. Prewitt)	Moose Jaw, Canada
Scherlie, Viggo	Crary
Sjoberg, Hilda	Devils Lake
Skundberg, Johanne	Bisbee
Smith, Mrs. Pearl E.	Terry, Mont.
Steenon, Thilda Bell	Cummings
Stewart, J. B. Gordon	Mayville
Voracheck, R. Mary	Inkster
Vosburg, Bernace	Arthur
Vosburg, Mildred Laura	Arthur
Walker, Tessa Maude	Hoople
Wambheim, Lars	University
Weltzin, Alpha S.	Mayville
Winger, Lettie A. (Mrs. Julian Elmquist)	Bisbee
Wittkoff, Rosa A. (Mrs. J. Elliott)	Hunter
Wolfe, Jennibelle (Mrs. Louis Reep)	Cottonwood Lake

Fifteenth Graduating Class (56), 1909.

Bakken, Ellen	Hatton
Benson, Marion	Michigan
Bittinger, Lyle M.	Petersburg
Black, Alda D.	Hulett, Wyo.
Bremseth, H. O.	Petersburg

Calley, Margaret	Kelso
DeRoche, Melvina Alice	Aneta
Dolve, Mary A.	Fargo
Enge, Alpha Rachael	Galesburg
Fladeland, Eva Louise	Anamoose
Gjerness, Knut Olsen	University
Green, Rachael H.	Linton
Green, A. Thorton	Edinburg
Grimson, Emma	Hatton
Grove, Nelda L.	Devils Lake
Harris, Lillian	Larimore
Hylden, Adolph E.	Park River
Jackson, Mae	Walhalla
Jenkins, Sarah C.	Erie
Johnson, Andrew	Lankin
Kennedy, Anna E.	San Diego, Cal.
Keyes, Winnifred	Minnewaukan
King, Kenneth K.	Towner
Kulstad, Mary	Halstead, Minn.
Lawrence, Jacob L.	Conway
Lillehaugen, Clara A.	Brocket
McConnell, Paul H.	Churchs Ferry
McCrae, Jas. A.	Kremlin, Mont.
McNamee, Ethel L. (Mrs. Powers)	Brocket
Masters, Lettetia	Crary
Meade, Estella	Churchhs Ferry
Merritt, Rosina	Lakota
Molden, Clara	Zion
Moylan, Margaret	
O'Bryan, Almeda (Mrs. McDonald)	
Osborne, Emma	Michigan
Ostmo, Clara Pauline	Northwood
Pederson, Ella	Portland
Porter, Ward H.	McVile
Power, Ada Elizabeth	Portland
Schlosser, Anna Mae	University
Schlosser, Pearl	Jacksonville, Ill.
Sigurdson, S. B.	Driscoll
Skarperud, Andrew	Mayville
Smith, Laura W.	Inkster
Steen, Lulu	Denhoff
Stewart, Alice	Mayville
Thomson, Bernice L.	White Earth
Warren, M. Adella	Stanley
Westrum, Lena	Minnewaukan
Willey, Grace E.	Cogswell
Wold, Sigurd	Tacoma, Wash.
Wray, Chas. W.	Nushagak, Alaska
Yates, Hallie (Mrs. K. K. King)	Towner
Yates, Hazel (Mrs. D. Robertson)	Crookston, Minn.
Youngquist, Edna	Lakota

Sixteenth Graduating Class (40), 1910.

Anderson, Hulda	Oberon
Beattie, Pearl F.	Kindred

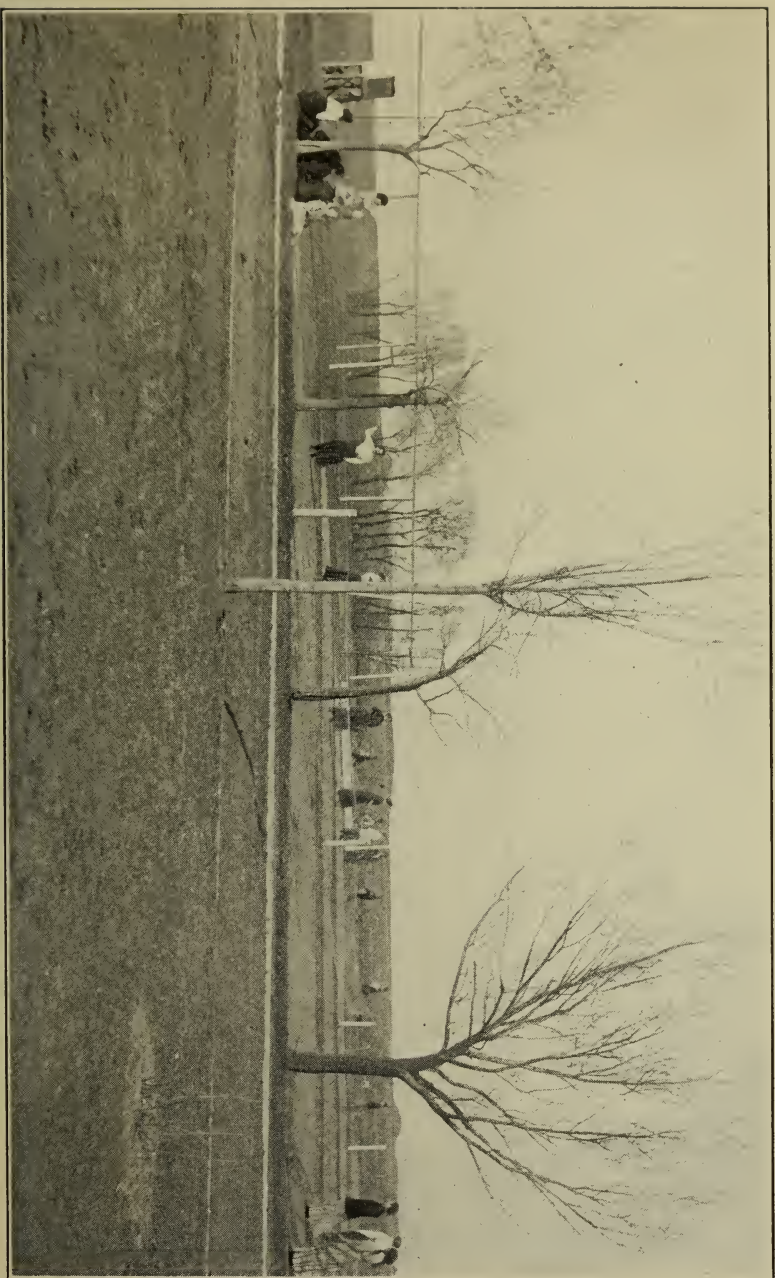
Bostrom, Edward C.	McVile
Connolly, Bessie C.	Bathgate
Dean, Blanca	Mayville
Dickson, Anna J.	Galesburg
Duncan, Stella B.	Sharon
Erickson, Alfred	Hoople
Evanson, Ella C.	Langdon
Evenson, Theodore	Souris
Ewen, Leila C.	Mayville
Fevold, J. Jessie	Buxton
Gage, Susie E.	Wyndmere
Green, Gail	Walcott
Holbrook, Grace E.	Portland
Jordahl, Alma	Washburn
Kelly, Alice L.	Cummings
Kent, Anna Pearl	Hatton
Lovell, Edna M.	Conway
Lovell, Vincent A.	Palermo
McIntosh, Minnie	Columbus
Maloney, Alice A.	Langdon
Mathiason, Josie	Mayville
Meis, Alice	Washburn
Ness, Marie	Minto
Poulsson, Lillian M.	Petersburg
Rinde, Carl	Pleasant Lake
Rose, Viola	Ayr
Schwandt, Martha	Wheatland
Siple, Amy	McVile
Stafford, Agnes	Tower City
Steen, Jessie	Amenia
Steinbach, Mary Theresa	Adrian
Stewart, Bertha M.	Washburn
Walker, Bertha M.	Walhalla
Walker, Gertrude	Hoople
Watson, Edith O.	New Salem
Weltzin, Clarence W.	Mayville
Wightman, Harry E.	Glenburn
Youngquist, Mae	Pleasant Lake

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R. A. NESTOS	<i>President</i>
O. O. TRAGETON	<i>Vice-President</i>
ALPHA WELTZIN	<i>Secretary and Treasurer</i>



DUMB-BELL DRILL—PHYSICAL CULTURE



TENNIS COURTS AND BALL GROUNDS

